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ABSTRACT

This report was prepared in response to a request by the Eugene (Oregon) school board for an assessment of reading instruction in the school district. The report first examines how well Eugene students are learning to read. Special areas discussed are the number of students with reading problems, the techniques of collecting and analyzing test data, and the performance of Eugene students on national tests. Next, the instructional characteristics and the strengths and weaknesses of each school within the district are presented. A consideration of the effect of such factors as school size, transfer requests, and the amount of time teachers spend teaching reading outside of the regular reading period is presented. Other factors discussed are the administrative organization of the schools and the cost of providing reading instruction. Appendixes include reports on reading specialists' interviews and media specialists' questionnaires used in the study, a multiple regression study of test score prediction, and a study of organization continuity. (FL)

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THE FIRST "R"

A Report on the Effectiveness of Reading Instruction in the Eugene Public Schools

Volume One

December 1977

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Table of Contents

List of Tables and Figures v

Summary of Volume One ix

Recommendations xv

Introduction xix

Chapter I. How Well are Eugene Students Learning to Read?

Question #1 How well are students learning to read as judged by reading comprehension scores on standardized tests?

Question #2 What proportion of each school's sixth grade students score one-half standard deviation or below the publisher's average on standardized tests?

How Many Students Have Reading Problems? 1

Two Years of Test Data 2

Problems of Collecting Comparable Data 5

The Scores of Students Who Stayed in the Same School 6

Where Should Eugene Students Score on National Tests? 8

Concluding Comments 11

Chapter II. Report on the Individual Schools

Question #3 Does the school have a written policy stating how the teaching of reading shall be organized?

Question #4 Is one person assigned responsibility for the school's reading instruction?

Question #5 Is there evidence that responsibility for the school's reading instruction has been assumed by someone?

Question #6 Does the school staff have an agreement to use one particular reading program? Have all staff agreed to do this, and do they actually carry out the agreement?

Question #7 How do the schools organize their reading instruction?

Description of Format 13

Chapter III. General Discussion of Factors Affecting School Programs

The Test Data 130

Chapter IV. How the District is Administratively Organized and How This Organization Affects Reading Instruction

Question #8 Does the district have expectations as to what teachers should be capable of doing when teaching reading? If so, what are they?

Question #9 Who in the district has the responsibility for reviewing new reading programs and changing old programs?

Question #10 Who in the district is reviewing new reading programs and changing old programs?

Question #11 Does the district have expectations as to what reading specialists should be capable of doing when teaching reading. If so, what are they?

A. Historical Perspective 135

B. District Positions Involved in the Reading Instruction

1. The Regional Office 136

Concluding Comments 142

2. The Schools

a) Principals 142

b) Classroom Teachers 144

c) Reading Specialists 144

d) Media Specialists 146

Chapter V. The Cost of Reading Instruction

Question #12 Determine the amount of money and kind of equipment resources used by schools to support their reading program for 1974-76 and 1976-77 school years.

Question #13 Describe the factors affecting the amount of money that a school receives from the district in those accounts that the school used to support its reading program.

Question #14 What amount of money does the district receive from Title I and how much of this money is used to support the reading programs of Title I schools?

Question #15 What amount of money does the district receive from the State of Oregon and how much of this money is used to support the reading programs of the district?

A. Description of Methodology - Difficulty of Defining Reading 149

B. Regional Office Costs 150

C. School Supply and Equipment Costs 157

D. School Personnel Costs 173

E. Summary of Costs 175

APPENDIX A. Report on Reading Specialists' Interviews

Table of Contents 179

Tables and Figures 180

Appendix A-1 Reading Specialist Questionnaire 211

Appendix A-2 Reading Specialist Duty Assignment from North Region Reading Plan 221

Appendix A-3 Proposed Job Description for Extreme Learning Problems Teacher: A Rough Draft for Discussion Only 225

APPENDIX B. Report on Media Specialists' Questionnaire

Table of Contents 229

Tables 230

Appendix B-1 Media Specialist Questionnaire 255

Appendix B-2 Excerpts from Rules for Certification and Minimum Standards - Media Centers 261

APPENDIX C. Multiple Regression Study of Test Score Prediction 267

Tables 265

APPENDIX D. Study of Organizational Continuity

Tables 275

List of Tables and Figures

Tables

Table	A	Number of People Who Received Questionnaires, Were Personally Interviewed, and/or Were Observed Teaching Reading, January 1, 1977 - June 30, 1977	xxiv
Table	I-1	Proportion of Children By School Estimated to Have Some Sort of Reading Problem	3
Table	I-2	Reading Comprehension Scores by School and Grade for the 1975-76 and 1976-77 School Year	4
Table	I-3	Reading Comprehension Scores for Students Who Stayed in the Same School From 1974-75 to 1976-77	7
Table	I-4	Predicted 1976-77 Second, Fourth and Sixth Grade Scores	10
Table	II-1	Adams - School Description	16
Table	II-2	Awbrey Park - School Description	19
Table	II-3	Bailey Hill - School Description	22
Table	II-4	Coburg - School Description	25
Table	II-5	Condon - School Description	29
Table	II-6	Crest Drive - School Description	32
Table	II-7	Dunn - School Description	35
Table	II-8	Edgewood - School Description	38
Table	II-9	Edison - School Description	41
Table	II-10	Ellis Parker - School Description	44
Table	II-11	Fox Hollow - School Description	47
Table	II-12	Frances Willard - School Description	50
Table	II-13	Gilham - School Description	53
Table	II-14	Harris - School Description	58
Table	II-15	Howard - School Description	62
Table	II-16	Ida Patterson - School Description	65
Table	II-17	Laurel Hill - School Description	69

Table II-18 Lincoln - School Description..... 73

Table II-19 McCornack - School Description..... 76

Table II-20 Meadow Lark - School Description..... 79

Table II-21 River Road - School Description..... 84

Table II-22 Santa Clara - School Description..... 87

Table II-23 Silver Lea - School Description..... 90

Table II-24 Spring Creek - School Description..... 94

Table II-25 Stella Magladry - School Description..... 97

Table II-26 Twin Oaks - School Description..... 100

Table II-27 Washington - School Description..... 103

Table II-28 Westmoreland - School Description..... 107

Table II-29 Whiteaker - School Description..... 110

Table II-30 Willagillespie - School Description..... 113

Table II-31 Willakenzie - School Description..... 116

Table II-32 Condon Arts - School Description..... 121

Table II-33 Eastside - School Description..... 124

Table II-34 Traditional Alternative - School Description..... 127

Table IV-1 Expectations for Teachers..... 138

Table IV-2 Responsibility for Changing Reading Programs..... 139

Table IV-3 Persons Changing Reading Programs..... 140

Table IV-4 Reading Specialist Qualifications..... 141

Table IV-5 Percentage of Time Spent by Principals..... 143

Table V-1 Amount of District and State-Federal Funds Reported Spent on Reading Instruction by Regional Director's Offices During 1975-76 and 1976-77..... 151

Table V-2 Enrollment, District Expenditures and Per Student Expenditures Reported by Regional Director's Offices During 1975-76 and 1976-77..... 152

Table V-3 Reading Report Study--Estimated Cost Churchill Regional Director's Office..... 153

Table V-4 Reading Report Study--Estimated Cost North Regional Director's Office..... 154

Table V-5 Reading Report Study--Estimated Cost Sheldon Regional Director's Office..... 155

Table V-6 Reading Report Study--Estimated Cost South Regional Director's Office..... 156

Table V-7 Amount Allocated for 11 Major Accounts (4J Elementary Schools - 1975-76)..... 163

Table V-8 Estimated Reading Expenditure for 11 Major Accounts (4J Elementary Schools - 1975-76)..... 165

Table V-9 Per Student Reading Expenditures for 11 Major Accounts (4J Elementary Schools - 1975-76)..... 166

Table V-10 Amount Allocated for 15 Major Accounts (4J Elementary Schools - 1976-77)..... 167

Table V-11 Estimated Reading Expenditures for 15 Major Accounts (4J Elementary Schools - 1976-77)..... 169

Table V-12 Per Student Reading Expenditures for 15 Major Accounts (4J Elementary Schools - 1976-77)..... 170

Table V-13 Salaries Attributable to Reading..... 174

Table V-14 Estimated Costs Spent on Reading Instruction During 1976-77..... 175

Figures

Figure V-1 Crosswalk table for the twelve most frequently cited accounts in 1975-76 and 1976-77 school years..... 158

Summary of Volume One

In the fall of 1976, a seven-person Reading Evaluation Committee was appointed to evaluate District 4J's reading instruction. This report represents the findings of the evaluation conducted by that committee in cooperation with the district's Research, Development and Evaluation Division, which provides management information services to the district.

An analysis of scores on nationally used reading tests indicates there has been dramatic improvement in reading performance at most schools in the district over the past two years, and comparison of scores from 1976-77 with test scores recorded by the same students two years before shows that eighteen of twenty-eight schools have improved, only nine have declined and one remained even.

On the average, students in the second grade classes score in the top one-third of the nation-wide student population that took these annual reading tests, and fourth and sixth grade scores are above national averages.

Results of standardized tests and teacher judgment of the situation in their schools agree that 15 to 20 percent of the children enrolled in Eugene schools are experiencing reading difficulties.

Five schools have more than 25 percent of their sixth grade students scoring in the bottom one-third of the student population taking the test each year nationally.

As a result of analysis of school descriptions, some strengths and weaknesses in the reading programs were common to several schools. Commonly observed strengths included 1) development of a staff agreement to teach from similar materials; 2) willingness of staff to work on improvement of reading skills; 3) help from persons specially trained in reading instruction; 4) consistency and continuity between levels of the reading program; and 5) use of the district's list of reading skills to make sure

that students learned the skills they were supposed to learn. Common weaknesses included 1) lack of staff commitment to carry out an agreement about the use of similar materials; 2) no organized school program for reading instruction because of ineffective administrative leadership; 3) lack of materials; 4) not enough time spent on reading; 5) not enough help from those specially trained in reading instruction; 6) a high and disruptive rate of students leaving and entering the program throughout the year; and 7) not integrating library resources into the school's instruction.

Based on its analysis, the committee recommended:

1. The district administration should develop a data-collecting system which allows collection of comparable data from each school and students.
2. The district administration should develop a consistent system for student identification to monitor student progress.
3. The district administration should examine the discrepancy between the second and fourth grade test scores to determine the explanation for the discrepancy.
4. The district administration should examine the 15-20 percent of the students with reading problems to determine the nature of and severity of the problems and what is being done for these students.
5. The district administration should initiate an analysis of those schools that have less effective programs and take the necessary steps to make them effective.
6. The district administration should direct each principal to review the reading evaluation report to determine the areas in which the school's reading program can be improved. The principal should be responsible for developing and implementing plans to correct the reading program deficiencies.
7. The district administration should assign responsibility for reviewing new reading programs and changing old programs.
8. The district administration should direct principals to examine the role of media specialists in their buildings in order to provide a library program that is integrated with the reading program.
9. The district administration should be responsible for specifying competencies required of elementary:
    a) teachers for teaching reading.
    b) principals for administering a school's reading instruction.
    c) reading specialists.

10. The district administration should be responsible for assessing the elementary teachers', principals', and reading specialists' competencies for teaching and/or administering the reading program.

11. The district administration should be responsible for developing and implementing an inservice program for elementary teachers, principals, and reading specialists who have not yet met the required competencies for reading instruction.

12. The board should be responsible for modifying its hiring, promotion, and retention policies to insure that teachers, principals, and reading specialists have the required competencies for reading instruction.

13. The district administration should examine the role of the reading specialist in the district's reading program to determine:

    a) the need for district coordination of specialists,

    b) responsibilities of the specialist in the individual building program,

    c) whether each building can benefit from the services of a reading specialist

14. The district administration should establish criteria for an effective reading program including an evaluation component and require each school to develop a plan for reading instruction which meets those criteria.

A fifteenth recommendation containing teacher recommendations was also made by the committee.

A report on the situation in each school appears in Chapter II of this report, along with certain statistical information for comparative purposes and an assessment of the strengths and weaknesses in each school's approach to reading instruction (as perceived by the committee).

At the district-wide level, the committee concluded that District 4J, as a whole, does not have a written or agreed-upon set of expectations as to what teachers and reading specialists should be capable of in order to teach reading. There is greater agreement among administrators as to who has responsibility at the school level for reviewing and changing reading programs, but there is no uniform agreement. Methods for carrying out such responsibilities are not specified. In short, there is no written or commonly-understood district-wide plan for teaching reading in District 4J. Neither is there district-wide coordination regarding the selection, job assignment, work activities, or work load of reading specialists. Their wide variety of job titles, academic preparation, work activities and the

like are indicative of an administratively disorganized category of school personnel. A similar situation exists for librarians, who are commonly called media specialists.

Determining the effectiveness of Eugene's reading instruction was complicated by the fact that there are no national standards available to specify what a good reading evaluation should consist of. Evaluators could not obtain agreement from people interviewed on what actually constitutes the teaching of reading. The committee decided to study comprehension, vocabulary, oral reading, word analysis, study skills, and silent reading.

The study was also made more difficult because of 1) the lack of comparable information about reading performance from one school in the system to the next and from one year to the next; 2) the difference in materials and techniques used to test reading skills from one year to the next; and 3) the lack of consistency in identifying students as they progressed through the school system.

The evaluators began their work by reviewing all available literature on the subject of reading evaluations (nearly 8,500 titles were reviewed and 250 articles and books were read). The five largest school districts in the eleven western states were contacted, and the committee reviewed the only similar study that could be found (a study of reading in the Boulder City, Colorado, school system).

The committee set as its objective to answer three broad questions:

1. Are the elementary school reading programs effective according to the district's goals?
2. What makes effective reading programs effective?
3. If programs are not effective, what could be done to make them effective?

After a review of the literature and discussion, the committee identified some 100 possible reading topics that could be looked at and decided to study approximately 25.

Information about the programs being used in the schools was gathered from those involved in the teaching of reading. All district employees

involved in some way in the district's reading instruction were identified. These 464 people included administrators, classroom teachers, principals, librarians, special education teachers, and reading specialists. Information was also gathered through the repeated observations of 66 randomly-selected teachers and their 1,100 students.

All except reading specialists received a written questionnaire and 47 percent were personally interviewed. Staff members were asked to respond to a number of questions about reading instruction. These questions sought to determine whether the district had expectations of what teachers and reading specialists should be capable of doing when teaching reading, whether a school had a written policy stating how the teaching of reading should be organized, who (if anyone) is assigned responsibility for reviewing and changing reading programs, whether teachers have agreed to use the same reading materials, and just how each school is organized for reading instruction.

To supplement the committee's subjective observations, the Research, Development and Evaluation Department (RD&E) compiled information on each school which allows the schools to be compared on the basis of twenty "variables" that may affect the potential for students to master reading.

These variables which are reported in Chapter II include such things as the size of schools, average income and education levels in the school attendance areas, length of reading periods, amount of time devoted to reading instruction outside the regular reading period, amount of money spent on reading instruction, the number of students in each classroom, and the average number of years that teachers in each school have been teaching.

These comparisons appear in tables in Chapter II. By comparing the data compiled on each school with student performance on national reading tests, RD&E has been able to draw conclusions that may help explain why some school reading programs are successful while others are not. The analysis of test scores is contained in Chapter I.

The socio-economic and cultural conditions that children live in may affect reading performance. This necessitated that a formula be developed

to allow evaluators to take such factors into consideration in this study, thereby gauging the effectiveness of each school's reading program on its own merits, independent of the other conditions that might affect reading abilities.

Before annual standardized achievement tests were conducted last year, evaluators used "a multiple regression analysis" to develop "expected" scores for each school, that is, levels of performance at which students in those schools might be expected to perform if reading instruction were effective. These expectations were used in the analysis of data in Chapters I, II and III.

The study also reveals that students who stay in the same district school are likely to learn more than those who leave or enter the reading programs during the year or who change schools after being enrolled in a particular reading program for some time. Average scores for students who stayed in the same school during the test period (1974-77) were dramatically higher than the test average scores for all other students at their grade level in the district.

A preliminary analysis of data in Chapter III indicates that three variables--the size of the school, the time spent on reading instruction outside regular reading periods, and the rate of requests for transfer from the school--were significantly associated with reading instruction effectiveness. More data on this analysis will be presented in Volume Two.

Finally, in an attempt to determine exact costs of reading instruction and what effect expenditures might have on reading abilities from school to school, the committee concluded that the district and individual school budgeting and accounting systems are not detailed enough to provide data for an accurate and uniform record of the amount of money expended for reading instruction.

Recommendations

Recommendation 1. The district administration should develop a data-collecting system which allows collection of comparable data from each school and students. (See pages 5 and 6.)

Recommendation 2. The district administration should develop a consistent system for student identification to monitor student progress. (See pages 5 and 6.)

Recommendation 3. The district administration should examine the discrepancy between the second and fourth grade test scores to determine the explanation for the discrepancy. (See Table I-2 on p. 4 and p. 11.)

Recommendation 4. The district administration should examine the 15 to 20 percent of the students with reading problems to determine the nature of and severity of the problems and what is being done for these students. (See Table I-1 on p.2, p.3, and p. 11.)

Recommendation 5. The district administration should initiate an analysis of those schools that have less effective programs and take the necessary steps to make them effective. (See Chapters I, II, and III.)

Recommendation 6. The district administration should direct each principal to review the reading evaluation report to determine the areas in which the school's reading program can be improved. The principal should be responsible for developing and implementing plans to correct the reading program deficiencies. (See Chapters I, II, and III.)

Recommendation 7. The district administration should assign responsibility for reviewing new reading programs and changing old programs. (See pp.135 to 142.)

Recommendation 8. The district administration should direct principals to examine the role of media specialists in their buildings in order to provide a library program that is integrated with the reading program. (See pp. 146-147 and Appendix B.)

Recommendation 9. The district administration should be responsible for specifying competencies required of elementary:

a) teachers for teaching reading,

b) principals for administering a school's reading instruction,

c) reading specialists.

(See Chapter II, section III of school reports, the analysis of teacher recommendations, pp. 137-138, 141, 143-145.)

Recommendation 10. The district administration should be responsible for assessing the elementary teachers', principals', and reading specialists' competencies for teaching and/or administering the reading program. (See references for Recommendation 9.)

Recommendation 11. The district administration should be responsible for developing and implementing an inservice program for elementary teachers, principals, and reading specialists who have not yet met the required competencies for reading instruction. (See references for Recommendation 9.)

Recommendation 12. The board should be responsible for modifying its hiring, promotion, and retention policies to insure that teachers, principals, and reading specialists have the required competencies for reading instruction. (See references for Recommendation 9.)

Recommendation 13. The district administration should examine the role of the reading specialist in the district's reading program to determine:

a) the need for district coordination of specialists,

b) responsibilities of the specialist in the individual building program,

c) whether each building can benefit from the services of a reading specialist. (See pp. 143-145, and Appendix A.)

Recommendation 14. The district administration should establish criteria for an effective reading program including an evaluation component and require each school to develop a plan for reading instruction which meets those criteria. (See Chapter II.)

Recommendation 15. The Reading Evaluation Committee adopted the set of teacher recommendations described below. These recommendations are preceded by a description stating how they were arrived at:

RD&E staff interviewed one teacher at each grade level in twenty-eight schools, teachers in five grade levels in four schools, and teachers in four grade levels in two schools. Each of those interviewed was asked the following questions:

What are the weaknesses of your reading instruction?

How could your own program be improved?

What are the weaknesses of your school's reading instruction?

What recommendations do you have for improving your school's reading instruction?

What recommendations do you have for improving reading instruction generally in the district?

The responses to these questions were analyzed for commonalities within each school. The focus of the analysis was to delineate the perceived problems and perceived solutions in each school. This information also provided a district-wide overview of common recommendations made by teachers for improvement of the district's reading programs.

Over one hundred of the teachers interviewed, (approximately 60%) made recommendations that involved changes in the organization of their school's reading instruction. Ten of the most frequently made recommendations are ranked below from most frequently mentioned to least frequently mentioned. A brief description under each recommendation has been added as explanation.

1. Develop continuity and consistency of materials, programs and skills for teaching reading.

   Many teachers stated that their school did not have a coordinated reading plan for grades one through six. They recommended a reading program which would specify what is to be learned, what materials are to be used, how mastery is to be verified, how children are to be grouped for instruction, and other such specifics.

2. Provide more reading materials.

   Many teachers mentioned a need for reading materials: such as having a sufficient number of copies of the basic text and workbook for each student, and having a variety of supplemental materials for different ability levels.

3. Reading specialists should provide coordination and consistent help.

Many teachers recommended a combined role for the reading specialist in their school's program; that the reading specialist be a coordinator, a consultant and a remedial teacher.

4. Smaller class size and/or smaller instructional groups.

   The main focus of this recommendation was to increase the amount of instructional time for each student by decreasing the number of students to be taught in each class or group.

5. Develop effective communication among staff.

   Many teachers suggested improving staff communication by which they could share teaching strengths, exchange information on skills taught at each grade level, discuss individual students' work, resolve differences, and coordinate the total reading program.

6. More aides and volunteers for assisting individual students.

   Additional help in the classroom was suggested as a way of increasing instructional time per student as well as providing individual instruction for those who need it.

7. Adequate diagnosis and tracking of each student.

   In schools which did not have a coordinated reading program, there was not a built-in system to identify the skills taught and mastered by each student. A tracking system was recommended for this purpose.

8. Teachers need skills for teaching reading.

   Many teachers requested inservice training in reading instructional techniques, especially as it pertained to the teaching of reading in a classroom setting. They generally considered their training adequate to teach on-grade-level students. They recommended on-site demonstration and training in their own classes for more realistic assistance in meeting the diverse instructional needs of an entire class.

9. Develop effective grouping for instruction.

   This recommendation addressed itself to the proper placement of students in materials, the best utilization of teacher time, and meeting the instructional needs of all ability levels.

10. Use of the District Scope and Sequence by all teachers.

    In many schools, the District Scope and Sequence list of skills and tests were providing needed structure to their school's reading instruction. Teachers in those schools recommended more consistent use across all grade levels.

Introduction

On October 6, 1975, the Eugene school board requested that a comprehensive plan for assessing reading instruction be developed. The first phase of work required principals to prepare descriptions of their school's reading instruction. These descriptions were collected, analyzed and reported on in March 1976. After discussion of this report on April 14, 1976, the superintendent's staff recommended that the reading instruction of only elementary schools should be evaluated.

On May 17, 1976, the board received a preliminary reading evaluation plan. On June 28, 1976, the district's Research, Development and Evaluation Division (RD&E) held a work session with the board to inform it of evaluation techniques, reading programs and the phases of the proposed evaluation.

On August 30, 1976, a reading evaluation committee was appointed. On September 10, 1976, the superintendent informed district staff that "The Board has directed that a comprehensive study and evaluation of the district's reading program be undertaken", and the first meeting of the Reading Evaluation Committee took place September 15, 1976.

The seven person committee included: Mike Brott, Chairperson, Principal at Willagillespie Elementary School; Terry Bullock, College of Education faculty at the University of Oregon; Margaret Nichols, Director of Educational Services; Lila Padgett, Reading Specialist at McCornack Elementary School; Martha Robert, teacher at Santa Clara Elementary School; Marge Smith, Realtor; and Barb West, member of the school board. Leslie Hendrickson, the RD&E Evaluation Specialist, was an ex-officio member of the committee. The committee's charge said it was to be an advisory committee to RD&E and report to the superintendent. During the evaluation, on the basis of legal advice received, the committee was defined to be an extension of the board, because the board directed that an evaluation should be carried out.

Most RD&E staff worked on the project at one time or another. Since the school district has four regions within it, RD&E assigned a different staff person to each region. These people took the responsibility for evaluating all the schools within a region: Larry Barber, Assistant Superintendent for Research, Development, and Evaluation; Susan Franklin, Planning Specialist; Leslie Hendrickson, Evaluation Specialist; and Charles Stephens, Research Specialist. Jeff Meyer, Data Collector, was responsible for all data input, storage, and output.

RD&E had begun work on the reading evaluation in April 1976. The five largest school districts and the state department of education in eleven western states were called and asked if they knew of any school districts which had carried out an evaluation of its reading instruction. This survey turned up one school district which had carried out an evaluation similar to the planned evaluation and a copy of its evaluation report was obtained.

Second, a review of literature published since 1960 was made to find articles or books reporting on actual reading evaluations carried out by school districts. A hand search of the 5,300 titles in the 1960-68 Education Index listed 82 references relevant to the evaluation of reading programs. An ERIC computer search of published literature since 1968 listed 49 references to reading programs. All published references were read. No articles or books describing actual evaluations were found.

At its first meeting, RD&E told the Reading Evaluation Committee that there were no standards available which specified what a good reading evaluation should consist of. RD&E further stated it was unable to obtain agreement from its sources as to which behaviors constituted the teaching of reading. A list of approximately 100 possible topics that could be studied were given to the committee. By January 1, 1977, the committee had reviewed the topics, ranked them as to priority, made cost estimates for each topic, and decided to study twenty-six questions.

On October 19, 1976, the Reading Evaluation Committee decided that the purpose of the evaluation was threefold, and RD&E was requested to determine: (1) Are the district elementary reading programs effective according to the district's Reading Scope and Sequence? (2) What makes

effective programs effective? (3) If programs are not effective, what are those things that could be done to make them effective? The study of the twenty-six questions was to take place within this threefold context. Evaluators reported that they were unable to obtain agreement from people interviewed as to what constitutes the teaching of reading. The committee agreed to evaluate the following kinds of reading activities: comprehension, vocabulary, oral reading, word analysis, study skills, and silent reading. It was not possible to systematically evaluate all six activities and in May 1977, the committee decided to concentrate on the first two.

Data collection took place from January 1, 1977 to June 30, 1977, and Table A shows the number of kinds of people who were contacted. Questionnaires were sent to all people who taught a regularly scheduled reading program: all principals, all librarians, and all special education teachers. These groups comprise 94 percent of the district's certified staff who are concerned with reading. All 26 reading specialists and 193 randomly selected classroom teachers were interviewed. These groups comprised 47 percent of the certified staff concerned with reading. In addition, 66 randomly selected teachers and their 1,100 students were observed four times each. The data processing department of the Lane Council of Governments (L-COG) provided programming and data processing facilities. Their help is gratefully acknowledged by the committee.

The rest of this report first discusses how well Eugene students are learning to read, makes short comments describing each school's instruction characteristics and strengths and weaknesses, generally discusses background factors affecting school programs, estimates the personnel and material costs of providing reading instruction, and closes with an analysis of recommendations.

TABLE A

Number of People Who Received Questionnaires, Were Personally Interviewed, and/or Were Observed Teaching Reading, January 1, 1977-June 30, 1977.

MEANS OF CONTACT	A	B	C
QUESTIONNAIRE	Total Number in Category	Number Contacted	Percentage Contacted
Category of persons			
Classroom teachers who teach reading	397	397	100
Certified staff members who are not classroom teachers, but teach reading	5	5	100
Total classroom teachers and other certified staff members who teach reading (Total of two categories above)	402	402	100
Librarians	22	22	100
Special education teachers	14	14	100
Total certified staff concerned with reading (Total teachers, librarians, special education teachers and reading specialists)	464	438	94
Total certified staff	708	438	62
Persons assigned to cost questionnaire for each school	31	31	100
PERSONAL INTERVIEW			
Category of persons			
Certified staff members who teach reading in:			
South Region	113	72	63
Sheldon Region	85	35	41
North Region	116	35	30
Churchill Region	88	51	58
Total certified staff members who teach reading (Total for all four regions)	402	193	45
Reading specialists	26	26	100
Total certified staff concerned with reading (Total teachers, librarians, special education teachers, reading specialists)	464	219	47
Persons assigned to cost questionnaire at each school	31	0	0
OBSERVATIONS			
Category of persons			
Classroom teachers who teach reading	397	66	17

Chapter One

How Well Are Eugene Students Learning to Read?

The Reading Evaluation Committee requested RD&E to answer:

Question #1 How well are students learning to read as judged by reading comprehension scores on standardized tests?

Question #2 What proportion of each school's sixth grade students scored one-half standard deviation or below the publisher's average on standardized tests?

How Many Students Have Reading Problems?

How well are students learning to read in the Eugene Public Schools? There is no one correct answer to this question since the answer depends on what is meant by "how well" and how "learning to read" is measured. The first part of this chapter looks at two answers to this question. The rest of the chapter looks at reading test results for the last two years, and reports on a study comparing the fourth and sixth grade test scores of the same students. RD&E publishes a yearly report of test score results. These reports explain the meaning of the word "percentile" and "standard deviation" and make cautionary comments about test score interpretation.

One way of answering how well students are learning to read is by looking at the proportion of students who score one-half standard deviation or lower below the publisher's average on national reading tests. These tests are so constructed that in a normally distributed population approximately 33 percent of the students taking the test should be expected to fall one half-standard below the publisher's mean. The publisher's average score for the test is customarily set at the 50th percentile.

In the 1976-77 school year, the Metropolitan Achievement Test (MAT) of the Harcourt Brace Publishing Company was given to second, fourth and

sixth grade students to measure their reading ability. RD&E did not study the degree to which this national test matches the curriculum taught in Eugene schools. RD&E interviewed 193 randomly selected classroom teachers, 45 percent of the elementary teachers who taught reading. Each teacher was asked thirty-five questions. One of these was, do you think student's scores on national reading tests "are accurate measurement of how well your students are able to read?" Twenty-eight percent of the teachers interviewed gave an unqualified Yes answer, 33 percent gave an unqualified No answer and the remaining 39 percent gave some kind of qualified Yes or No.

Table I-1 shows, by school, the proportion of fourth graders in 1974-75 and the proportion of sixth graders in 1976-77, two years later, who scored in the bottom one-third of the student population taking the test nationally. Table I-1 gives averages for the four regions and the district. In 1974-75, 29.99 percent of the district's fourth grade students scored in the bottom one-third. In 1974-75, those students were scoring almost exactly at the national average. Two years later, 15.27 percent of the district's sixth graders scored this low. These data indicate a substantial improvement has taken place over the last two years. This improvement has probably occurred among students with reading problems.

A second way of answering how well students are able to read is by asking their teachers. A questionnaire was sent to each teacher who taught a regularly scheduled reading period. It asked each teacher to state how many children in their classroom had a reading problem. Table I-1 shows, in column 3, the proportion of students in each school that teachers identified. The district average is about 20 percent. On the basis of test scores and teacher judgment, it is reasonable to infer that between 15 to 20 percent of the Eugene students have reading problems.

Two Years of Test Data

Table I-2 compares, by school, the reading scores for the last two years, 1975-76 and 1976-77. The data are reported in percentiles. For example, in the test given in the Spring of 1976, second grade students at Adams scored at the 70 percentile, 20 points above the test publisher's average for a nationally selected sample of schools. Seventy percent of all second grade students who took this test nationally had lower scores

TABLE I-1

Proportion of Children By School
Estimated to Have Some Sort of Reading Problem

	Reading Comprehension - The Proportion of each school's students who scored in the bottom one-third of the student population taking the test nationally		Proportion of Students Identified by Teachers As Having A Reading Problem
	1976-75 4th Grade	1976-77 6th Grade	February 1977
Adams	14.58%	16.98%	15.06%
Aubrey Park	43.53	25.30	25.79
Bailey Hill	45.83	19.15	20.44
Coburg	32.14	20.00	17.37
Condon	35.71	0.0	07.00
Crest Drive	13.89	15.79	18.48
Dunn	7.14	7.50	11.45
Edgewood	-	12.00	14.39
Edison	11.11	9.68	16.46
Ellis Parker	29.73	14.29	11.65
Fox Hollow	26.09	6.2.	09.95
Frances Willard	33.33	35.29	30.11
Gilham	20.45	-	18.92
Harris	19.23	11.76	15.28
Howard	30.26	17.39	23.36
Ida Patterson	20.00	17.39	22.90
Laurel Hill	61.90	29.41	36.59
Lincoln	44.44	-	20.50
McCornack	14.89	-	19.13
Meadow Lark	17.19	6.67	18.90
River Road	18.47	6.12	28.81
Santa Clara	19.35	12.24	11.14
Silver Lea	62.86	18.42	24.35
Spring Creek	30.43	18.03	23.30
Stella Magladry	11.11	6.67	08.86
Twin Oaks	25.00	5.56	17.39
Washington	42.62	22.95	19.80
Westmoreland	42.37	22.81	24.71
Whiteaker	34.61	30.00	45.31
Willagillespie	19.15	9.76	19.21
Willakenzie	62.22	35.29	35.86
Condon Arts	-	0.0	13.48
Eastside	-	0.0	07.75
Traditional Alt	-	-	15.05
REGIONAL MEANS:			
Churchill	25.42	15.6%	18.00
North	32.73	17.19	22.79
Sheldon	30.80	19.44	21.68
South	30.29	14.33	18.46
District	29.99	15.27	20.36
District Std. Dev.	-	-	19.67

Table I-2

Reading Comprehension Scores by School and Grade
for the 1975-76 and 1976-77 School Year

	Reading Comprehension Scores Spring 1976 (expressed in percentiles)			Total Reading Scores Spring 1977 (expressed in percentiles)		
	2nd Grade	4th Grade	6th Grade	2nd Grade	4th Grade	6th Grade
Adams	70	74	66	78	57	58
Awbrey Park	59	66	51	59	60	50
Bailey Hill	59	55	51	69	52	55
Coburg	70	57	60	66	48	45
Condon	59	69	75	85	55	89
Crest Drive	68	67	62	88	71	70
Dunn	68	39	62	75	74	80
Edgewood	53	62	58	72	57	68
Edison	73	67	73	69	71	70
Ellis Parker	70	49	57	84	55	73
Fox Hollow	88	69	50	87	76	85
Frances Willard	70	64	56	75	55	60
Gilham	53	49	50	66	67	65
Harris	70	61	70	93	83	73
Howard	56	42	48	66	52	55
Ida Patterson	-	53	60	69	62	65
Laurel Hill	-	55	35	59	36	37
Lincoln	-	41	51	66	52	60
McCornack	-	72	65	78	67	63
Meadow Lark	76	60	67	69	50	68
River Road	-	53	58	69	55	60
Santa Clara	73	45	54	73	52	55
Silver Lea	59	54	56	75	50	63
Spring Creek	50	50	58	59	57	55
Stella Maglaudry	91	78	71	90	67	68
Twin Oaks	68	44	64	69	57	70
Washington	62	47	52	62	55	52
Westmoreland	62	52	52	66	52	55
Whiteaker	-	62	45	62	36	34
Willagillespie	62	61	56	62	64	70
Willakenzie	41	51	52	31	40	42
Condon Arts	44	65	73	47	76	73
Eastside	65	69	81	87	76	83
Traditional Alt	-	-	-	85	52	60
REGIONAL MEANS:						
Churchill	69.66	61.87	61.37	76.88	59.66	62.66
North	59.40	51.66	54.16	66.66	54.33	56.33
Sheldon	60.66	54.16	56.16	64.50	54.00	57.00
South	66.00	59.38	60.46	73.92	61.69	67.76
District	64.41	57.63	58.75	69.00	57.00	60.00
District Std. Dev.	11.40	10.25	9.75	12.74	11.37	12.53

than the Adams second graders. In general, as the district means show, average reading scores for second and sixth grade scores went up and fourth grade scores remained the same.

Almost all Eugene elementary schools record some kind of test data in student files. However, a strenuous effort to obtain comparable data for all elementary schools failed. The school district has no policy regarding the use or storage of achievement test data. Individual teachers destroy test data under circumstances that vary from school to school. Moreover, test data are not collected uniformly in that in 1976-77 achievement testing done at those six schools which received federal money under Title I was not reported in the same format as data collected on non-Title I schools.

Comparable second grade test data were obtained for twenty-seven of the thirty-four elementary schools evaluated. In Table I-2, the seven schools with dashes instead of test scores were the schools where comparable data could not be obtained. The 1976-77 second grade test scores were higher than the 1975-76 scores in seventeen of the twenty-seven schools. Eighteen schools had higher 1976-77 fourth grade scores and twenty-two of the thirty-four schools had higher 1976-77 sixth grade scores.

Problems of Collecting Comparable Data

Table I-3 presents data by school by comparing the 1974-75 fourth grade and 1976-77 sixth grade test scores of 816 students who remained in the same school. This is the first time the school district has published longitudinal data on the same group of students. RD&E had major technical problems to solve before these data could be accurately determined.

Theoretically, the district's attendance files can be matched across different years with test files to distinguish the test scores of students who stayed in the same school from the scores of students who did not. The attendance files for 1972-73 to 1976-77 consist of approximately 75,500 records, one for each student for each year of their elementary school attendance. It is difficult to match test scores and attendance data because both the names of students and student-identification numbers will change from year to year in these files.

A computer study of the attendance files for the 1972-77 years found 3,200 students names with more than one student identification number and approximately 3,000 numbers with more than one name attached. Students are routinely assigned another identification number when they transfer to another district school. A student name will vary from year to year in the manner in which it is entered into the computer. A Charles Johnson may be Chuck Johnson, C. Johnson, or C. Johnston. Moreover, the error rate in the fourth grade test score tapes obtained from the Oregon Total Information Service (OTIS) was 10 percent. Because of these errors, RD&E was unable to determine the number of unduplicated student names contained in the files and thus cannot even determine the error rate these duplications represent.

A second major problem in establishing comparable data for a longitudinal student group is the changing reading tests and testing times the district has used. The reading test used in 1974-75 was the Gates-MacGinitie, and it was administered in the Fall of 1974. The 1976-77 reading test used was the Metropolitan reading test and it was administered in the Spring of 1977. A series of six conversions had to be used in order to compare fourth and sixth grade scores.

This combination of difficulties has previously prevented the school district from identifying individuals and comparing changes in their test scores over time. A hand verification of computer matching has established that the data presented in Table I-3 have less than a one percent error rate.

The Scores of Students Who Stayed in the Same School

Table I-3 compares the fourth and sixth grade comprehension scores of those students who took the fourth and sixth grade tests in the same school. Again, the scores are expressed in percentiles. Table I-3 also presents by school the proportion of 1976-77 sixth graders who took the fourth grade tests in the same school. Test scores went up for this cohort of students in nineteen of the twenty-eight schools that comparable data could be obtained for. Scores went down in eight schools and at one school, Meadow Lark, scores remained the same.

As Table I-3 shows, a higher proportion of fourth graders remained at Willagillespie than any other school. Almost 90 percent of its sixth

Table I-3

Reading Comprehension Scores for Students
Who Stayed in the Same School
From 1974-75 to 1976-77

	Reading Comprehension Scores for Students Who Stayed in the Same School (expressed in percentiles)		Percent of 1976-77 Sixth Graders That Took 4th Grade Test in 1974-75 in Same School
	Spring 1975 4th Grade	Spring 1977 6th Grade	
Adams	72	58	58.49%
Awbrey Park	47	52	59.04
Bailey Hill	41	55	53.19
Coburg	40	35	76.00
Condon	48	73	23.08
Crest Drive	69	71	76.32
Dunn	88	83	22.50
Edgewood	-	-	---
Edison	79	74	36.54
Ellis Parker	67	80	65.71
Fox Hollow	78	81	68.75
Frances Willard	56	43	60.78
Gilham	68	75	51.25
Harris	66	72	58.82
Howard	60	58	[illegible]
Ida Patterson	66	88	26.09
Laurel Hill	16	39	52.94
Lincoln	-	-	---
McCornack	68	-	---
Meadow Lark	72	72	66.67
River Road	64	75	67.35
Santa Clara	63	64	81.63
Silver Lea	21	53	42.11
Spring Creek	50	56	75.41
Stella Magladry	74	73	53.33
Twin Oaks	66	72	58.33
Washington	47	48	60.66
Westmoreland	45	52	54.39
Whiteaker	45	41	50.00
Willagillespie	70	74	87.80
Willakenzie	19	42	52.94
Condon Arts	-	-	---
Eastside	-	-	---
Traditional Alt	-	-	---
Churchill	63	67	54.31
North	51	60	64.64
Sheldon	53	58	65.89
South	60	65	48.79
District	57	63	57.23
District Std. Dev.	18.12	15.02	16.32

graders came from its fourth grade. Dunn and Condon had the least stable population--less than one-quarter of their sixth graders took the fourth grade test at the same school.

The Spring 1977 sixth grade test scores reported in Table I-2 should be compared with the Spring 1977 sixth grade scores reported in Table I-3. For example, at Coburg Elementary School Table I-2 shows that all sixth grade students taking the Spring 1977 reading test scored at the 45th percentile. Table I-3 shows the scores of only those students who had been at the school since at least the fourth grade. As Table I-3 shows, students who had been in Coburg since the fourth grade scored at the 35th percentile, 10 percentile points below the average for all 1976-77 Coburg sixth graders.

The average percentile for students who stayed in the school was higher in seventeen of the twenty-eight schools than the average score of all sixth graders. In Table I-3, schools that RD&E did not have data for have a dash instead of a score. The Spring 1977 score for all sixth graders at Ida Patterson was at the 65th percentile. However, those 26.09 percent of the Patterson students who were at the school continuously from the fourth to sixth grade had an average score 23 points higher at the 88th percentile. Three schools showed no difference.

The average percentile score for students who remained in the school was lower in eight schools. For example, the Spring 1977 score for all sixth graders at Frances Willard was at the 60th percentile, but the average for students who had been at the school since the fourth grade was 17 percentile points lower at the 43rd percentile.

Where should Eugene Students Score on National Tests?

It is well known that the social, economic and cultural conditions that children live within may affect their reading abilities. How well should Eugene students score on national reading tests, given the social and economic conditions of the Eugene community: This is a complicated question to answer. This section presents a conservative estimation procedure.

Multiple regression analysis, whose details are reported in Appendix C, used the educational withdrawal and income data shown in Table I-4. Column

one shows the percent of people over twenty-five years of age in the school attendance area in 1970 that had four or more years of college education. Column two shows the proportion of students who withdrew from the school during the 1976-77 school year. Column three shows the mean income in 1970 dollars of people living in each school's attendance area.

The predicted percentiles are given in columns four, five and six of Table I-4. The average of the predicted scores for each grade level are equal to the average of the actual test scores. For example, the 1976-77 second grade district average was at the 70th percentile. Accordingly, the district average of the expected 1976-77 district scores was also at the 70th percentile. This is a conservative manner of estimating expected scores. These percentiles are estimates and are valid only for the 1976-77 school year. These data are approximate indicators and should be used with caution because the education and income data are based on 1970 data.

Predicted scores in Table I-4 can be compared with actual scores as reported in Table I-2 and with sixth grade scores in Table I-3 for those students who have been in the school since the 1974-75 school year. For example, a comparison between actual scores of sixth graders as reported in Table I-4 shows: scores of 1976-77 sixth graders who have been at their schools since 1974-75 were higher than expected sixth grade scores in fifteen of the twenty-eight schools. For example, in Table I-3 the percentile score for those Dunn students who stayed in the school since 1974-75 was 83. The expected score based on socio-economic variables, as reported in Table I-4, was at the 64th percentile. The Dunn sixth graders were doing 19 percentile points higher than could be expected based on the educational, income and migration data of the school attendance area. Scores of the 1976-77 sixth graders were lower than expected in twelve of the twenty-eight schools.

In the 1976-77 tests, second graders in fifteen of thirty schools tested scored lower than predicted; twelve schools did better; and one scored at the level expected. As the fourth grade level, eighteen of thirty-one schools reporting results scored lower than predicted; eleven scored higher; and one scored as predicted. At the sixth grade level, seventeen of the schools scored lower than predicted and fifteen scored higher.

Table I-4

Predicted 1976-77 Second, Fourth and Sixth Grade Scores

	Percentage of Adults With 4 or More Years of College 1970	Student Withdrawal Rate From School 1976-77	Mean Income of Attendance Area 1970	Predicted 1976-77 Comprehension Scores (expressed in percentiles) 2nd Grade	4th Grade	6th Grade
Adams	18.40%	19.78%	$11,998	68	55	56
Aubrey Park	13.55	9.34	10,404	72	62	58
Bailey Hill	27.87	21.15	12,618	70	56	64
Coburg	9.30	16.48	16,200	64	54	57
Condon	52.32	15.69	12,917	84	66	79
Crest Drive	31.55	6.85	14,953	80	67	72
Dunn	27.03	18.38	12,253	72	58	64
Edgewood	36.79	10.27	15,585	80	66	74
Edison	50.22	5.29	13,025	89	73	82
Ellis Parker	31.45	16.54	12,335	75	61	67
Fox Hollow	31.46	17.84	13,098	74	59	67
Frances Willard	31.11	14.74	12,008	76	62	67
Gilham	11.21	17.36	11,213	66	55	55
Harris	29.95	10.17	12,306	78	65	68
Howard	12.79	17.38	10,772	67	56	56
Ida Patterson	13.38	31.44	9,848	59	46	50
Laurel Hill	14.49	29.41	8,520	61	48	51
Lincoln	22.71	22.83	8,014	69	55	57
McCornack	37.11	12.99	9,284	80	66	69
Meadow Lark	24.03	11.62	15,299	74	61	67
River Road	9.25	24.56	9,942	62	50	51
Santa Clara	13.13	12.09	11,220	70	60	58
Silver Lea	11.03	17.63	11,342	66	55	55
Spring Creek	11.53	14.51	11,646	68	57	56
Stella Magladry	32.06	8.23	14,034	79	66	71
Twin Oaks	20.68	13.62	11,409	72	60	62
Washington	23.27	19.68	13,833	69	56	62
Westmoreland	22.27	30.15	10,611	63	49	56
Whiteaker	11.75	34.42	6,750	58	44	47
Willagillespie	19.10	15.74	13,069	70	58	61
Willakenzie	10.68	34.77	11,102	56	42	49
Condon Arts	52.32	-	12,917	-	-	-
Eastside	50.22	9.20	13,025	87	71	80
Traditional Alt	18.40	-	11,998	-	-	-
REGIONAL MEANS:						
Churchill	24.64	18.03	11,861	71	58	62
North	11.88	15.92	10,901	68	57	56
Sheldon	16.26	19.28	13,454	66	54	58
South	30.09	17.07	11,750	75	61	67
District	24.48	17.50	11,930			
District Std. Dev.	12.98	7.82	2,094			

What is the relation between test scores and teacher judgment if both are used to determine the number of children who have reading problems? Do these two ways come to the same conclusions? Yes, they do. A statistical analysis of the data in Table I-1 was made. The proportion of children as identified by teachers was significantly correlated with the proportion of children who scored one-half standard deviation or less below both the 1974-75 fourth grade publisher's average and the 1976-77 sixth grade average.

The high .54 Pearson correlation between teacher-identified proportions and the fourth grade scores, and the high .77 Pearson correlation between the teacher-identified proportions and the sixth grade scores would have occurred by chance less than one in a thousand times. These are minimum estimates, given that Table I-9 reports data for all teachers in grades one through six.

It is reasonable to infer that these two separate ways of identifying those children who have reading problems are coming to similar conclusions when the data are examined school by school.

Concluding Comments

An analysis of testing data from the 1974-75, 1975-76 and 1976-77 school years shows that children who have remained in the same school have generally improved their test scores. The longitudinal study of the 1976-77 sixth grades shows that a substantial improvement in their test scores has occurred in the last two years. Data indicate the reading ability of many poor readers has improved during the last two years.

Second grade scores have been markedly improving. Three reasons have been offered to explain the difference between the higher second grade scores and the lower fourth grade scores: 1) kindergarten programs may be responsible for improving second grade test scores; 2) primary teachers may have better instructional techniques available to them than intermediate teachers; and 3) the fourth grade test is different, may be harder, and therefore fourth grade scores may drop. Whatever the reason, the district's second graders score in the top one-third of the national average.

Average sixth grade scores have improved and fourth grade test scores have been maintained. Approximately 15 to 20 percent of the children in Eugene schools have reading problems as estimated by test scores and teachers. The 1976-77 sixth grade mean average score of students who remained in the school since 1974-75 was 3 points higher than the district average for all 1976-77 sixth graders.

Chapter Two

Report on the Individual Schools

Introduction

The Reading Evaluation Committee asked RD&E to answer the following questions about individual schools.

Question #3 Does the school have a written policy stating how the teaching of reading shall be organized?

Question #4 Is one person assigned responsibility for the school's reading instruction?

Question #5 Is there evidence that responsibility for the school's reading instruction has been assumed by someone?

Question #6 Does the school staff have an agreement to use one particular reading program? Have all staff agreed to do this, and do they actually carry out the agreement?

Question #7 How does the school organize its reading instruction?

The Reading Evaluation Committee further stipulated that the asking of these specific questions was to be done within the general context of establishing the effectiveness of each school's reading program and the reasons for the school's level of effectiveness.

In order to answer these questions, RD&E prepared a description of each school's 1976-77 reading instruction. These descriptions are contained in this chapter and arranged alphabetically by school. These descriptions were reviewed by school staff before being reported by the Reading Evaluation Committee.

Description of Format

The first section of the description is called, "Brief Description of the School's Reading Instruction." It is a one-to-two-paragraph description of the school's instruction. Section II is called, "Discussion

of Table." A data table for each school is presented showing how the school compared to the district average on significant variables. A description of each variable is contained in Appendix D. The text in Section II comments on highlights of the data table.

Section III of the description is a one-to-two-paragraph commentary on the strengths and weaknesses of the school's instruction.

RD&E staff prepared these descriptions in a draft version. RD&E sent each teacher a draft of their school's description. RD&E met with each school staff as a group for their comments and modified the description based on the data and interpretations provided by the school staff.

Each school's staff was offered an opportunity to provide RD&E with a three-to-four-paragraph commentary on the description. RD&E promised to print this commentary as a Section IV, if it was signed by fifty percent of the school staff. Some schools have accepted this opportunity and the description of these schools contain a Section IV entitled, "Comment by School Staff." The descriptions now follow.

I. Brief Description of the School's Reading Instruction

During 1976-77, the staff members at Adams had agreed on, and were using, reading programs and a philosophy which stressed the teaching of basic skills in the lower grades and the use of different approaches in the upper grades. Teachers in the primary grades used the Open Court Program which is a total language arts program stressing phonics and direct instruction techniques. During 1976-77, the teaching of reading in the first grade was integrated with kindergarten instruction. Supplemental materials and teaching procedures emphasizing phonics were used with Open Court materials. Teachers in the upper grades used to use more varied and outdated reading materials but during 1976-77, these teachers were using newer Houghton Mifflin material. All teachers reported using the 4J list of reading skills. Two of the six teachers interviewed said that the list of skills gave teachers a better understanding of what should be taught at each grade level.

II. Discussion of Table

As the included table shows, Adams had a close to average student enrollment, staff size, specialist staff size, fourth and sixth grade reading scores, and withdrawal rate. It had high second grade reading scores and close to average fourth and sixth grade scores. Test scores in previous years were higher. The drop in test scores was probably not due to changes in the proportion of students in the school excluded from testing. For example, in

TABLE II-1

School: Adams

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	239	271
Number of certified staff 1976-77	17.83	17.49
Number of books reported in 1976-77 inventory	4,683	4,312
Number of media specialists working at the school expressed as % of a full-time position	.3	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	78	69
4th grade 1976-77 reading scores (expressed in percentiles)	57	57
6th grade 1976-77 reading scores (expressed in percentiles)	58	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	58	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	14.58	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	16.98	15.27
Score on Organizational Continuity Index for 1976-77	69	55.06
Student withdrawal rate for 1976-77	19.78	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	18.40	24.48
Mean income of school's attendance area in 1970	$11,998.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	54	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	47	51.59
Average number of years each teacher has taught as of January 1, 1977	15	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	8.70	6.98
Classload of average classroom teacher 1976-77	26.67	23.93

1974-75, 92.3 percent of the fourth graders took the test and in 1976-77, 96.4 percent of the sixth graders took the test. Adam's teachers were more experienced on the average and had taught at their current level longer. It also had a higher than average number of students per classroom teacher.

III. Strengths and Weaknesses

The major strengths of the school's reading instruction were the staff attitudes stressing the importance of reading, its strong emphasis upon phonics in the primary grades, and its willingness to change its program in order to improve it. The staff would like to communicate more. The school might have benefited from having a full-time reading specialist to integrate the program. The shift to a single basal series and the use of scope and sequence lists in the upper grades were apparently desirable because they helped integrate reading instruction.

Awbrey Park

I. Brief Description of The School's Reading Instruction

In 1976-77, teachers at Awbrey Park agreed to follow the district scope and sequence with strategy left up to the individual teacher. The materials, approaches used and philosophies of reading teachers were different at each of the three levels (1-2, 3-4, 5-6) in the building. In the first and second grades, Ginn, Scott Foresman, and individualized materials were used. The third and fourth grades primarily used Houghton Mifflin, Ginn, and Macmillan. In the fifth and sixth grades, their materials were Ginn, and Holt Rinehart. There were three separate plans. The school used three curriculum associates.

II. Discussion of Table

In 1976-77, Awbrey Park had more students than any other elementary school. As the included table shows, achievement scores for the second and sixth grades were well below the district average and twenty-five percent of the sixth grades were scoring a half standard deviation below the publishers mean in reading, however, significant upward growth is evident for the fourth grade. The school had a lower than average withdrawal rate. 1970 data on the income level of people in the school's attendance area show slightly lower than average rates. The educational level of patrons, however, was significantly lower than the district average.

TABLE II-2

School: Awbrey Park

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	552	271
Number of certified staff 1976-77	33.86	17.49
Number of books reported in 1976-77 inventory	6,759	4,312
Number of media specialists working at the school expressed as % of a full-time position	1.0	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	59	69
4th grade 1976-77 reading scores (expressed in percentiles)	60	57
6th grade 1976-77 reading scores (expressed in percentiles)	50	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	52	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	43.53	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	25.30	15.27
Score on Organizational Continuity Index for 1976-77	58	55.06
Student withdrawal rate for 1976-77	9.34	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	13.55	24.48
Mean income of school's attendance area in 1970	$10,484.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	54	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	62	51.69
Average number of years each teacher has taught as of January 1, 1977	9.61	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	7.39	6.98
Classload of average classroom teacher 1976-77	24.95	23.93

III. Strengths and Weaknesses

One of the strengths of the reading program noted by staff was the assistance of curriculum associates in the building. Another strength was the development of a building reading agreement. A weakness was lack of staff commitment to carry out the agreement. The teachers' use of selected reading programs within grade levels seems well done, however, the building program was, according to numerous staff, too eclectic, disorganized and had little continuity for children as they progressed through the levels. The specific weakness was a lack of coordination of philosophies, teaching strategy and material at the juncture of the three levels (between 2 & 3 and 4 & 5). No plans for a clean transition at these junctures seemed in evidence.

I. Brief Description of the School's Reading Instruction

During 1976-77, the Bailey Hill school did not have an organized reading program. In January, 1977, when asked to discuss the school's philosophy or plan for teaching reading, eleven of the fifteen classroom teachers made a one-sentence answer referring to a workshop held in the fall of 1975. However, in April, 1977, only two of the six teachers personally interviewed were able to describe this agreement. At least one new teacher was not informed of the fall, 1975 agreements. The reading specialist did not have responsibility for coordinating the school's reading program and no teachers interviewed described any action of the principal that might affect the reading program.

There was some cooperation, especially among the fifth and sixth grade teachers, however, each teacher did what he or she thought best and used different materials. Ten of the fifteen teachers used the Ginn Basal Series either by itself or in conjunction with another basal series. One teacher did not use a basal, relying instead on "any and all library books." During 1976-77, the staff made an effort to use the district's list of reading skills and twelve of the fifteen teachers reported using the district's scope and sequence tests. Four of the six teachers interviewed recommended that the staff should meet together and come up with a plan for reading instruction.

TABLE II-3

School: Bailey Hill

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	362	271
Number of certified staff 1976-77	22.92	17.49
Number of books reported in 1976-77 inventory	3,306	4,312
Number of media specialists working at the school expressed as % of a full-time position	1.0	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	69	69
4th grade 1976-77 reading scores (expressed in percentiles)	52	57
6th grade 1976-77 reading scores (expressed in percentiles)	55	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	55	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	45.83	29.99
% of school's 1975-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	19.15	15.27
Score on Organizational Continuity Index for 1976-77	52	55.06
Student withdrawal rate for 1976-77	21.15	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	13.55	24.48
Mean income of school's attendance area in 1970	$12,618.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	45	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	55	51.69
Average number of years each teacher has taught as of January 1, 1977	17.53	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	6.27	6.98
Classload of average classroom teacher 1976-77	23.42	23.93

II. Discussion of Table

As the included table shows, Bailey Hill was larger than other schools and had a full-time reading specialist and librarian. The second, fourth, and sixth grade test and organizational continuity scores were below the district averages. The attendance area of the school had average income and a below average percent of university-educated adults. The school had a slightly higher than average withdrawal rate. The average teacher on the Bailey Hill staff had been teaching 17.53 years. Only three of the district's thirty-four schools examined in this evaluation had teachers who had been teaching more years on the average than the Bailey Hill staff had.

III. Strengths and Weaknesses

The strength of the Bailey Hill program was that teachers were making an effort to use the district's list of reading skills and order materials jointly. This was primarily done by teachers in adjacent grade levels and was an improvement over the 1975-76 school year where less coordination existed. Some individual teachers undoubtedly provided effective reading instruction. However, during the 1976-77 school year the lack of an organized program, or the leadership to create one was a weakness of the school's reading instruction. A continued lack of communication among the staff and a narrow use of the role of the reading specialist will probably not lead to an improved program.

Coburg

I. Brief Description of the School's Reading Instruction

Coburg was a unique school in regards to their reading program, since within the last year they had changed to a direct instruction program, as exemplified by DISTAR materials. The teachers were committed to the concept of direct instruction and to the use of outside or aide help with the instructional program. The shift to direct instruction was a staff-motivated change. They viewed the change from a basal to direct instruction as a positive modification in the instructional program. The data indicated that teachers kept, received, and passed on to those in appropriate grade levels the student progress records. There was complete agreement on the existence of a philosophy of reading but mixed information regarding the existence of a written plan for reading. Coburg ability grouped and the teachers of a given grade level worked with that group of students regardless of the class level to which they were assigned. This resulted in a situation where teachers saw different teachers in action as they worked with students at a variety of age levels.

The consensus at Coburg was that standardized achievement tests may be an accurate measurement of students' reading ability. In addition, the majority of the teachers indicated that their students were reading up to teacher expectation for their ability level.

TABLE II-4

School: Coburg

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	167	271
Number of certified staff 1976-77	10.82	17.49
Number of books reported in 1976-77 inventory	2,740	4,312
Number of media specialists working at the school expressed as % of a full-time position	.3	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	66	69
4th grade 1976-77 reading scores (expressed in percentiles)	48	57
6th grade 1976-77 reading scores (expressed in percentiles)	45	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	35	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	32.14	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	20.00	15.27
Score on Organizational Continuity Index for 1976-77	56	55.06
Student withdrawal rate for 1976-77	16.48	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	9.30	24.48
Mean income of school's attendance area in 1970	$16,208.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	53	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	40	51.69
Average number of years each teacher has taught as of January 1, 1977	11.71	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	7.43	6.98
Classload of average classroom teacher 1976-77	24.29	23.93

II. Discussion of Table

Coburg (a small school) is located in an area that, based on 1970 census data, was well above the district average for economic affluence. At the same time, the percent of adults 25 years and older with four or more years of college was one of the lowest in the district. Due to the discrepancy between income (highest for district) and education (lowest for district), it is difficult to directly compare the academic achievement of students enrolled at Coburg with other areas of similar economic affluence.

The achievement data indicated that groups of students in the spring of 1977 at grades two, four, and six were achieving below the district average. The second grade was 4 percentile points below district average, while the fourth and sixth grades were 10 and 17 percentile points below, respectively. Additional data not contained in this table showed that the second, fourth, and sixth grade group scores for 1977 were 4, 9, and 15 percentile point lower, respectively, than for 1976. However, groups of students who were enrolled in grades two, four, and six in 1976 showed at least normal growth when tested in grades three, five, and six in 1977. The student withdrawal rate approximated the district average.

III. Strengths and Weaknesses

The teachers perceived the strengths of the program as in the individualized nature of the instructional program and its continuity from grade level to grade level.

A perceived weakness was in the utilization of the back-up time period, specifically the need to make it worthwhile and long enough.

IV. Comments by the School Staff

The manner in which the interview questions were responded to, left the interviewer to conclude that, "The consensus at Coburg was that Standardized achievement tests may be an accurate measurement of students' reading ability." The Coburg teachers are in strong disagreement with this statement. We believe that standardized, group achievement tests are not an accurate measurement of students' reading ability. Standardized individual achievement tests may be an accurate measure, if they test what we are teaching for.

In regard to strengths and weaknesses, we knew that we had had some experiences that might be identified as weaknesses in the program, or weaknesses in the way we were using the program. By that time, early May, we had not yet had time to evaluate the reading program and how we were using it. It is because of this reason that, "There was no consistency among teachers on how to improve the school's reading program." Since that time, considerable consistency has been developed on how to improve the reading program, and improvements have been made in our reading program.

Condon

I. Brief Description of the School's Reading Instruction

In 1976-77, Condon was a small school with four classrooms: grades one, two and three; three and four; five, and six. Houghton Mifflin was the main reading series which was adopted by staff agreement; however, other materials were used based on student performance. The district's Scope and Sequence was used for program continuity. DISTAR was used for some students in grades one, two, and three. Although records were kept on each individual student, there was no evidence of a comprehensive record-keeping system from grade level to grade level. Student information was communicated verbally between teachers. The intention of the reading teachers was to provide individual instruction to teachers. All grade levels used aides to assist in the one-to-one instruction with varying degrees of teacher satisfaction.

II. Discussion of Table

Condon's reading scores were well above the district average for second and sixth grade students, and within district average at the fourth grade. None of Condon's sixth grade students scored significantly below publisher's average on national standardized tests. Condon teachers spent approximately eighteen more minutes a day teaching reading than the district average and seventeen minutes less than district average on reading instruction outside scheduled period.

TABLE II-5

School: Condon

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	100	271
Number of certified staff 1976-77	6.45	17.49
Number of books reported in 1976-77 inventory	4,248	4,312
Number of media specialists working at the school expressed as % of a full-time position	.4	.52
Number of reading specialists working at the school expressed as % of a full-time position	.1	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	85	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	55	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	85	62.60
6th grade 1976-77 reading scores for students who remained in the school since the 4th grade (expressed in percentiles)	73	63
% of 1974-75 4th grade students scoring 1/2 Standard Deviation below publisher's average number of students	35.71	29.99
% of 1976-77 6th grade students scoring 1/2 Standard Deviation below publisher's average number of students	0.0	15.27
Score on Organizational Continuity Index for 1976-77	46	55.06
Withdrawal rate for 1976-77	15.69	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	52.32	24.48
Mean income of school's attendance area in 1970	$12,917.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	68	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	34	51.69
Average number of years each teacher has taught as of January 1, 1977	11.25	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	5.75	6.98
Classload of average classroom teacher 1976-77	25.00	23.93

Condon's enrollment in 1976-77 was far below the district average. Consequently, there were fewer staff members at Condon.

III. Strengths and Weaknesses

Strengths of the reading program were direct teaching methods and frequent verbal communications between teachers. Teachers at Condon felt the school emphasized reading.

Teachers mentioned a weakness of the program was the lack of appropriate instructional materials. Another weakness was the lack of goals for reading instruction. Teachers felt there should be fewer groups and more time for instruction. Increased enrollment during the year limited individual instruction time.

I. Brief Description of the School's Reading Instruction

At Crest Drive reading and writing were taught together as a single activity. Most schools in the district appeared to teach these subjects separately and Crest Drive was noteworthy for its integration. During 1976-77, teachers used Ginn and/or Houghton Mifflin materials. Teachers did not use a single basal. The diversity in materials was perceived by teachers to be an asset. There was an emphasis on the district's Reading Scope and Sequence, integrating writing and reading, and careful tracking of individual students to see what they were learning. There was a written program description which most staff understood and carried out. Three of the six teachers interviewed recommended increased reading program articulation across grade levels. These teachers said they wanted more sharing of ideas about materials, activities, and techniques.

II. Discussion of Table

As the included table shows, Crest Drive had fewer students and staff, a very low withdrawal rate, and its attendance area in 1970 had higher educational and income levels than the school district as a whole. It had noticeably higher test scores and its teachers were less experienced on the average than other school staffs.

TABLE II-6

School: Crest Drive

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	211	271
Number of certified staff 1976-77	14.26	17.49
Number of books reported in 1976-77 inventory	3,490	4.312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	88	69
4th grade 1976-77 reading scores (expressed in percentiles)	71	57
6th grade 1976-77 reading scores (expressed in percentiles)	70	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	71	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	13.89	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	15.79	15.27
Score on Organizational Continuity Index for 1976-77	56	55.06
Student withdrawal rate for 1976-77	7.85	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	31.55	24.48
Mean income of school's attendance area in 1970	$14,953.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	71	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	65	51.69
Average number of years each teacher has taught as of January 1, 1977	6.44	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	4.44	6.98
Classload of average classroom teacher 1976-77	23.22	23.93

III. Strengths and Weaknesses

During 1976-77, the strengths of the Crest Drive reading instruction were the competency, energy, and planning that all staff put into the program. Teachers, the principal, and the reading specialist all worked hard on reading instruction. The principal was well informed about reading instruction and coordinated it. The school was located in one of the higher socio-economic sections of the district and would therefore be expected to have high scores. Table 1-4 of Chapter I shows the reading scores that would be expected based on the socio-economic characteristics of the school area. Actual second and fourth grade test scores were noticeably higher than the expected scores.

A weakness in the school's reading instruction was that some reading instruction was inconsistent with the Crest Drive reading program. The principal was aware of the inconsistency and worked to remedy it. A budgetary constraint of the principal regarding the purchase of workbooks was perceived as restrictive by some staff interviewed. Teachers said that there was not enough material at all levels to instruct students who were gifted or had remedial or other special needs.

I. Brief Description of the School's Reading Instruction

In 1976-77, Ginn was used as a main reading series in grade levels one through four. Ginn/Level 14 was used in the fifth and sixth grades. Harcourt Brace (Bookmark Reading Program) was used in one fourth grade classroom and in the fifth grade. The sixth grade teacher tailored her program to students' needs and used a variety of materials.

Although no formal reading plan had been developed, teachers indicated that the use of scope and sequence, the skill oriented sequential program, and the agreements to use specific basals constituted a plan.

Diagnostic testing was done for specific skill groupings. The reading specialist provided testing services for students and consultation with teachers on students with reading difficulties.

Reading records noting both materials and skills were kept on students; however, no systematic system of record keeping was apparent for the school.

II. Discussion of Table

The second grade reading scores were somewhat above the district average while the fourth and sixth grade scores were considerably above.

The enclosed chart indicated that Dunn was generally within the district average on the variables selected for study.

TABLE II-7

School: Dunn

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	227	271
Number of certified staff 1976-77	14.64	17.49
Number of books reported 'n 1976-77 inventory	4,161	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.4	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	75	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	74	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	80	62.60
6th grade 1976-77 reading scores for students who remained in the school since the 4th grade (expressed in percentiles)	83	63
% of 1974-75 4th grade students scoring 1/2 Standard Deviation below publisher's average number of students	7.14	29.99
% of 1976-77 6th grade students scoring 1/2 Standard Deviation below publisher's average number of students	7.50	15.27
Score on Organizational Continuity Index for 1976-77	53	55.06
Withdrawal rate for 1976-77	18.38	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	27.03	24.48
Mean income of school's attendance area in 1970	$12,252	$11,930
Average number of minutes per day in teacher's scheduled reading period 1976-77	47	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	61	51.69
Average number of years each teacher has taught as of January 1, 1977	14.58	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	9.44	6.98
Classload of average classroom teacher 1976-77	24.02	23.93

III. Strengths and Weaknesses

Teachers felt that the lack of good record-keeping practices was a weakness. Another weakness was the lack of communication between upper and lower grades.

Dunn teachers felt good about their competent professional staff. They felt that the support the reading specialist gave them was a strength. Other strengths mentioned were their skill grouping procedures, back-to-back program, and their use of teacher aides.

Teachers recommended that the school have one basic strand throughout the grades with an abundance of supplementary materials to enrich and vary their programs. Also recommended were better record-keeping procedures, availability of more reading specialists, time, and programs for children who don't fit in regular classrooms.

I. Brief Description of the School's Reading Instruction

During 1976-77, Edgewood refined and developed and implemented record-keeping changes; e.g., passing on student skill development cards, test scores, etc., which the teachers felt would improve their record-keeping system and which would provide a continuity of instruction they had not had before.

Different reading series were used for perceived school population needs. Three teachers used DISTAR, eleven teachers used Ginn, and two used Lippincott. These were the main materials used by teachers. Corrective reading was used in the fourth, fifth, and sixth levels. Students were grouped for skills.

Edgewood teachers said their agreement to use certain material constituted a school plan for instruction. Teachers interviewed felt that one of the strengths of the school's reading instruction was their reading specialist. They wished he were full time at the school. Besides the work the specialist did with the students, teachers said the reading specialist provided them with information about new reading materials and procedures. This was felt to be an important service.

II. Discussion of Table

Edgewood is a large school. The enclosed chart shows that the Edgewood attendance area had a withdrawal rate below district average.

TABLE II-8

School: Edgewood

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	424	271
Number of certified staff 1976-77	25.99	17.49
Number of books reported in 1976-77 inventory	4,853	4,312
Number of media specialists working at the school expressed as % of a full-time position	1.0	.52
Number of reading specialists working at the school expressed as % of a full-time position	.6	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	72	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	57	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	68	62.60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	no scores	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	no scores	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	12.00	15.27
Score on Organizational Continuity Index for 1976-77	70	55.06
Student withdrawal rate for 1976-77	10.27	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	36.89	24.48
Mean income of school's attendance area in 1970	$15,585.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	49	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	47	51.69
Average number of years each teacher has taught as of January 1, 1977	10.22	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	5.17	6.98
Classload of average classroom teacher 1976-77	25.71	23.93

The reading scores at the second, fourth, and sixth grade levels were within the district average.

III. Strengths and Weaknesses

A majority of the teachers interviewed said they felt a strength of the school's reading instruction was the consistency and continuity basals provide. Another strength was the services the reading specialist provided. Several teachers said they would like for the reading specialist to work with more students, e.g., small groups.

Teachers recommended that more personnel be involved in reading instruction, because many teachers wanted smaller reading groups. Other recommendations included more money for reading specialists and more services, e.g., from reading specialists.

Edison

I. Brief Description of the School's Reading Instruction

During 1976-77, Edison adopted Houghton Mifflin as their main reading series.

No formal school plan or philosophy was noted; however, teachers interviewed felt their adoption of one main reading series constituted a plan. Teachers of grades four, five, and six used a plan called "extended reading," whereby each eight weeks students changed to a different emphasis in instruction, e.g., research skills, writing and reading, etc. Edison was in the process of a phase-in program using Houghton Mifflin for consistent programing.

The record-keeping system used in the past was noted to be cumbersome. The Houghton Mifflin program has a built-in record-keeping system that the teachers felt would be an improvement and provide continuity within the grades.

II. Discussion of Table

Edison's second grade reading scores were within the district average; the fourth and sixth grade reading scores were above.

The included chart shows that Edison students do not score low on national standardized reading tests.

TABLE II-9

School: Edison

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	164	271
Number of certified staff 1976-77	9.9	17.49
Number of books reported in 1976-77 inventory	4,002	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.2	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	69	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	71	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	70	62.60
6th grade 1976-77 reading scores for students who remained in the school since the 4th grade (expressed in percentiles)	74	63
% of 1974-75 4th grade students scoring 1/2 Standard Deviation below publisher's average number of students	11.11	29.99
% of 1976-77 6th grade students scoring 1/2 Standard Deviation below publisher's average number of students	9.68	15.27
Score on Organizational Continuity Index for 1976-77	54	55.06
Withdrawal rate for 1976-77	45.42	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	50.22	24.48
Mean income of school's attendance area in 1970	$13,025.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	46	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	59	51.69
Average number of years each teacher has taught as of January 1, 1977	15.00	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	8.29	6.98
Classload of average classroom teacher 1976-77	24.00	23.93

III. Strengths and Weaknesses

Teachers commented that inconsistent methods for student assessment was a weakness of the school's reading instruction. Because of incomplete records, follow up on student progress and continuity between grade levels was difficult.

The use of a main reading series was considered by teachers interviewed to be a strength of the school's reading instruction.

A strength of the school's reading instruction was the services of the media specialist. Other strengths mentioned were the multi-level approach used in upper grades, the effective teachers, and that many teachers taught to specific goals and objectives.

I. Brief Description of the School's Reading Instruction

Teachers at Parker used Lippincott and Ginn in grades one and two. During 1976-77, teachers in grades three through six began using Manzanita program. A skill record card was used by some teachers.

Teachers used the services of the reading specialist and wanted more time budgeted by the school for these services. Several teachers felt that a reading specialist provided more direct aid to them and to students than other types of auxiliary personnel.

The principal took an active role in material selection. The coordination of reading instruction was not done by a person or committee, yet teachers seemed to work together in coordinating instruction.

II. Discussion of Table

The second and sixth grade reading scores were considerably above the district average, however, the fourth grade scores were about three points below the district average.

The included table shows that school's characteristics to be close to or slightly above the district average on most variables.

TABLE II-10

School: Ellis Parker

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	249	271
Number of certified staff 1976-77	17.84	17.49
Number of books reported in 1976-77 inventory	4,333	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	84	69
4th grade 1976-77 reading scores (expressed in percentiles)	55	57
6th grade 1976-77 reading scores (expressed in percentiles)	73	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	80	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	29.73	29.99
% of school's 1975-77 5th grade students scoring in the bottom one-third of the student population taking the test nationally	14.29	15.27
Score on Organizational Continuity Index for 1976-77	56	55.06
Student withdrawal rate for 1976-77	16.54	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	31.45	24.48
Mean income of school's attendance area in 1970	$12,335.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	43	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	53	51.69
Average number of years each teacher has taught as of January 1, 1977	10.55	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	6.82	6.98
Classload of average classroom teacher 1976-77	23.66	23.93

III. Strengths and Weaknesses

The Manzanita program was new to Parker and some teachers were enthusiastic about its use. No data existed to determine if the program would meet the teachers' expectations.

Generally, Ellis Parker teachers felt they were organized and were meeting students' reading needs. The reading scores reflected this belief.

Teachers mentioned they wanted reading or other specialists to give direct help to teachers and students and to relieve teachers' classloads.

Fox Hollow

I. Brief Description of the School's Reading Instruction

Reading instruction at Fox Hollow used the Ginn series as the main reading series in 1976-77. Scott Foresman was used by some teachers in conjunction with Ginn. Two teachers used Houghton Mifflin as a main series and supplemented it with other material. Cumulative records were kept on student performance; the record-keeping system was not a specific skill checklist. Coordination was augmented by consistent teacher communication. Fox Hollow used a back-to-back reading program primarily in the lower grades.

II. Discussion of Table

Reading scores for 1976-77 were well above the district average at the second, fourth, and sixth grade levels. Fox Hollow had a reading specialist only one-fifth time as compared to 60 percent of the time average for all district schools. There was no media specialist at Fox Hollow compared to a district average of approximately a half-time position at each school.

TABLE II-11

School: Fox Hollow

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	171	271
Number of certified staff 1976-77	11.50	17.49
Number of books reported in 1976-77 inventory	3.140	4,312
Number of media specialists working at the school expressed as % of a full-time position	0	.52
Number of reading specialists working at the school expressed as % of a full-time position	.2	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	87	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	76	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	85	62.60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	81	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	26.09	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	6.25	15.27
Score on Organizational Continuity Index for 1976-77	59	55.06
Student withdrawal rate for 1976-77	.1784	.1750
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	31.46	24.48
Mean income of school's attendance area in 1970	$13,098.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	44	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	60	51.69
Average number of years each teacher has taught as of January 1, 1977	12.88	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	6.38	6.98
Classload of average classroom teacher 1976-77	20.88	23.93

III. Strengths and Weaknesses

Five of the six teachers interviewed indicated a need for more reading specialist time. One day a week was not considered sufficient. Although Fox Hollow did have cumulative records, there was no consistent organized system for record keeping. According to the staff, 1976-77 materials were inadequate; the amount of materials was insufficient and many were outdated.

Teachers felt a strength of the program was that a main series was available and supplemented by numerous other materials. Although no written plan for reading instruction was available, goals for reading were consistent through each grade level. Back-to-back programming allowed for smaller classes in which students could get more individualized instruction. Because Fox Hollow was a relatively small school in terms of enrollment, the staff had the opportunity for much verbal communication through frequent staff meetings. The staff felt they were able to work closely with one another in determining reading instruction philosophies and strategies.

Frances Willard

I. Brief Description of the School's Reading Instruction

In 1976-77, Willard teachers used at least six reading series and three types of reading instruction. Each teacher taught at least two grades.

Neither a sequential reading program nor a consistent record-keeping system was noted. The teachers at Willard had a back-to-back reading program and generally grouped students for reading instruction by ability level.

Teachers at Willard were unprepared for the loss of their reading specialist. In general, they felt that a reading specialist should be on the staff and budgeted out of central administration, not from the school budget.

The teachers were concerned that there were an increasing number of students who had reading problems, behavior problems, and who were emotionally handicapped. They felt that they needed help with these students so that they could be more effective in their classrooms.

II. Discussion of Table

Willard's second grade reading scores were slightly above the district average and their fourth and sixth grade reading scores were slightly below. One-third of Willard students scored one-half standard deviation.

TABLE II-12

School: Frances Willard

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	269	271
Number of certified staff 1976-77	17.65	17.49
Number of books reported in 1976-77 inventory	5,449	4,312
Number of media specialists working at the school expressed as % of a full-time position	1.0	.60
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	75	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	55	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	60	62.60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	43	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	33.33	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	35.29	15.27
Score on Organizational Continuity Index for 1976-77	34	55.06
Student withdrawal rate for 1976-77	14.74	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	31.11	24.48
Mean income of school's attendance area in 1970	$12,008	$11,930
Average number of minutes per day in teacher's scheduled reading period 1976-77	53	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	43	51.69
Average number of years each teacher has taught as of January 1, 1977	19.36	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	14.91	6.98
Classload of average classroom teacher 1976-77	26.40	23.93

below the publisher's average. As noted on the included table, this is twice as high as the district's average.

On an index of organizational continuity, Willard rated lowest in the district as shown on the included table. (No structure existed to coordinate reading instruction.)

III. Strengths and Weaknesses

There was no plan for reading program coordination between grade levels. Some continuity was provided by the counselor. Prior to 1976-77, the Willard staff depended on the reading specialist to solve problems with low-achieving students.

Teachers felt the strength of the program were the individual skills and styles of the teaching staff.

Gilham

I. Brief Description of the School's Reading Instruction

Based on data collected in spring of 1977, Gilham apparently did not have a current plan specifying how reading would be taught. A plan developed during the fall of 1974 existed, but it had not been recently updated. The two sets of materials most commonly used in the building were Ginn 360 and a Houghton Mifflin series. The record-keeping system was in operation and teachers indicated that they received from and passed on to appropriate levels student records. There was no reading specialist other than the specialist assigned to the Title I program. There had been no major change in materials used within the school during the last year. A Title I program existed within the building for 1976-77 and teachers indicated that students were working up to teacher expectations. Mixed reactions were expressed as to the accuracy of reading test scores as to measuring how students were able to read.

II. Discussion of Table

Gilham, an average sized school, appeared to parallel the district average values for most of the variables presented in the table. An area where it did not parallel was in terms of reading achievement scores. The second grade scores were below the district mean, while the fourth and sixth grade scores were above the district mean. This was an inverse pattern to what was typically encountered at those grade levels. Comparing

TABLE II-13

School: Gilham

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	296	271
Number of certified staff 1976-77	17.67	17.49
Number of books reported in 1976-77 inventory	3,964	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	
2nd grade 1976-77 reading scores (expressed in percentiles)	66	69
4th grade 1976-77 reading scores (expressed in percentiles)	67	57
6th grade 1976-77 reading scores (expressed in percentiles)	65	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	75	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	20.45	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	--	15.27
Score on Organizational Continuity Index for 1976-77	49	55.06
Student withdrawal rate for 1976-77	17.36	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	11.21	24.48
Mean income of school's attendance area in 1970	$11,213.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	58	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	33	51.69
Average number of years each teacher has taught as of January 1, 1977	14.29	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	8.46	6.98
Classload of average classroom teacher 1976-77	22.38	23.93

the last two years of test data showed that at all three grade levels tested, the group average scores for Gilham had shown a marked increase of from 13 to 18 percentage points for 1977.

Several teachers commented that there were too many students in the classrooms at Gilham. However, for 1976-77 the data showed fewer students per teacher than the district average. In addition, a Title I program existed in the building, which also added staff above and beyond that required for implementation of the normal program.

III. Strengths and Weaknesses

A lack of unanimity or even simple majority existed in the data concerning strengths and weaknesses of the reading program. Within this limit, two strengths reported were continuity of program and the experience and quality of the staff.

It appeared that the teachers at Gilham thought they had a continuous program from grades one through six. Within the structure of the school there appeared to be a more cohesive program at the primary level than at upper elementary. Overall, there was conflicting evidence regarding communication between teachers within the building, as exemplified by some teachers reporting that they did not know what other teachers in the building were actually doing in the teaching of reading.

IV. Comments by School Staff

"The Gilham Staff would question some of the assumptions of this draft description. Test scores reflect that Gilham students are generally above

the district average in reading, yet the draft description implies that there is a lack of adequate reading instruction within our building.

The majority of the staff believes that the strength of our reading program is continuity and open lines of communication. We held a summer workshop in August, 1974, and developed a comprehensive reading program under the direction of Myrtle Snyder, reading specialist. The decision was made to have co-basals, Houghton Mifflin and Ginn 360, utilize the District Scope and Sequence and the Sheldon Region Reading Tracking Cards.

Gilham, an average sized school, appeared to parallel the district average values for most of the variables, except in the second grade, where classloads exceeded district averages (27+). This is the only grade that scored below the district mean and then, by only three points.

Comparing the last two years of test data showed that at all three grade levels tested, the group average scores for Gilham had shown a marked increase of from 13 to 18 percentage points for '76-'77. The staff attributes this growth to a school priority of total staff commitment towards emphasis on reading instruction. Even though for '76-'77 the data showed Gilham school had fewer students per teacher than the district average, the classload was heavier in primary levels and lighter at intermediate levels.

The Title I staff involved in the building did not work in the classroom's regular reading program and is not part of the building's staff allotment. A very well planned Title I Reading Program supplemented, but did not substitute for each teacher's normal reading program.

The Gilham Staff hopes our input concerning the nature of our reading program will be considered carefully in analyzing this draft. We are confident that our program is stronger than is implied."

I. Brief Description of the School's Reading Instruction

Houghton Mifflin was used as the common reading series for average and above average students. Every level used other materials for either the main reading series or supplementary materials. Reading instruction was done in small performance groups in the lower grades (one and two) and in all remedial groups. Direct instruction was used for all remedial groups.

Performance group placement was based on annual diagnostic testing, continuous teacher evaluation, and consultation with the reading specialist. Data were collected relatively consistently throughout the school. Teachers felt record keeping helped communication between teachers.

Coordination of reading instruction was provided by the principal and the reading specialist. The use of a common reading series was suggested and promoted by the principal.

II. Discussion of Table

Reading scores for grade levels two, four, and six were well above the district average. The attached table also indicates a lower proportion of students at Harris scored below the publisher's average on standardized tests than did students in other district schools.

Reading instruction at Harris was more structured than the average

TABLE II-14

School: Harris

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	229	271
Number of certified staff 1976-77	15.41	17.49
Number of books reported in 1976-77 inventory	4,977	4,312
Number of media specialists working at the school expressed as % of a full-time position	0	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	93	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	83	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	73	62.60
6th grade 1976-77 reading scores for students who remained in the school since the 4th grade (expressed in percentiles)	72	63
% of 1974-75 4th grade students scoring 1/2 Standard Deviation below publisher's average number of students	19.23	29.99
% of 1976-77 6th grade students scoring 1/2 Standard Deviation below publisher's average number of students	11.76	15.27
Score on Organizational Continuity Index for 1976-77	63	55.06
Withdrawal rate for 1976-77	10.17	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	29.95	24.48
Mean income of school's attendance area in 1970	$12,306	$11,930
Average number of minutes per day in teacher's scheduled reading period 1976-77	51	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	46	51.69
Average number of years each teacher has taught as of January 1, 1977	15.55	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	5.73	6.98
Classload of average classroom teacher 1976-77	19.64	23.93

district school as indicated by the Organizational Continuity Index on the included table.

Attendance area characteristics are fairly consistent with district averages.

III. Strengths and Weaknesses

In 1976-77, Harris appeared to have a highly organized reading instruction plan stressing continuity between grade level and direct instruction. Continuous testing of reading skills for appropriate student placement was an important component of the program.

Strong leadership in reading instruction was provided by the principal.

Coordination of the reading program and providing information on materials on new teaching methods were done by the reading specialist.

Because of performance grouping and team teaching, communication between the primary and the intermediate levels was not as good as some teachers would like. Also, there was reluctance on the part of some staff members to implement the reading plan in its entirety. Teachers indicated that reading should be taught every day rather than the current four day schedule. Harris plans to have a five-day reading program in 1977-78.

IV. Comments by School Staff

"All grades had a specific reading time during the day. The reading specialist taught a group during each reading section, thereby reducing group size. To facilitate smaller groups for instruction, grades one and two met in a back-to-back schedule that utilized the counselor, music teacher, and P.E. specialist.

Group placements were based on diagnostic tests, teacher evaluation, consultation with the reading specialist, and student performance.

No remedial group was larger than twelve students and each low group was taught by Direct Instruction techniques. Each grade level used Houghton Mifflin with the average and above students. Each level used other supplementary materials."

I. Brief Description of the School's Reading Instruction

There was a continuity in material used in grades one, two, three, and grades four, five, and six at Howard. In grades one, two, and three, DISTAR was the primary instructional material, coordinated with other phonetic series such as Lippincott, until the student reached a 3.1 grade level. Then Houghton Mifflin material was used in grades four, five, and six with other specific programs for remedial students. All of the teachers agreed that there was a clearly formulated plan for the teaching of reading in the building. The reading specialist assigned to Howard School was a key ingredient in the preparation of their reading program and also provided inservice in reading techniques to the staff upon request.

II. Discussion of Table

An analysis of the included table indicates that Howard School did not differ significantly from the district average on any data characteristics except for the high score on the organizational continuity index. Howard had the highest score in the district.

TABLE II-15

School: Howard

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	428	271
Number of certified staff 1976-77	27.73	17.49
Number of books reported in 1976-77 inventory	5,623	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	66	69
4th grade 1976-77 reading scores (expressed in percentiles)	52	57
6th grade 1976-77 reading scores (expressed in percentiles)	55	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	58	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	30.26	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	17.39	15.27
Score on Organizational Continuity Index for 1976-77	79	55.06
Student withdrawal rate for 1976-77	17.38	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	12.79	24.48
Mean income of school's attendance area in 1970	$10,772.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	50	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	45	51.69
Average number of years each teacher has taught as of January 1, 1977	12.00	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	4.56	6.98
Classload of average classroom teacher 1976-77	24.11	23.93

III. Strengths and Weaknesses

The strengths of this school appeared to outweigh the weaknesses. The strengths of the instruction were continuity of program and materials, the coordination of the staff, the presence of the reading agreement with strong emphasis on skill development, the presence of a record-keeping system and the assistance of the reading specialist in the building.

The weaknesses of the program were an insufficient variety of materials for the higher achieving students, not enough personnel to assist in the teaching of reading to meet the agreements they had made, poor communication of the reading agreement to new and substitute teachers, and an insufficient amount of time spent in diagnosing individual student needs.

Ida Patterson

I. Brief Description of the School's Reading Instruction

During 1976-77, Patterson did not have a school-wide reading program. The school divided into three separate organizational units with two programs at the primary and one at the intermediate level. Two of the six primary teachers put on a joint program for teaching students in grades one through three. The other four primary teachers worked in the Patterson Primary Center and one teacher taught reading for the four classrooms. Four teachers worked in grades four through six. Teachers within groups reported communicating well with each other. Communication between primary and intermediate levels about reading materials usage was a long standing problem. Two examples of a lack of communication across levels were observed.

Two of the seven teachers teaching reading used a variety of selected books from basal and supplemental reading series. One teacher reported using "any and all library books." A majority of teachers interviewed reported that the temporary reading specialist and librarian were integrated with the school's reading instruction. Two of the six teachers interviewed said they preferred the role and services of the 1976-77 reading specialist. Patterson received federal money under the Title I program which was used to hire additional teachers and aides and improve the school's reading instruction.

TABLE II-16

School: Ida Patterson

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	214	271
Number of certified staff 1976-77	14.30	17.49
Number of books reported in 1976-77 inventory	3,730	4,312
Number of media specialists working at the school expressed as % of a full-time position	1.0	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	69	69
4th grade 1976-77 reading scores (expressed in percentiles)	62	57
6th grade 1976-77 reading scores (expressed in percentiles)	65	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	88	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	20.00	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	17.39	15.27
Score on Organizational Continuity Index for 1976-77	49	55.06
Student withdrawal rate for 1976-77	31.44	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	13.38	24.48
Mean income of school's attendance area in 1970	$9,848.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	49	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	65	51.69
Average number of years each teacher has taught as of January 1, 1977	11.57	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	9.14	6.38
Classload of average classroom teacher 1976-77	23.00	23.93

II. Discussion of Table

The included table shows that in 1976-77, the number of staff and students was slightly smaller than the district's average. The school had a full-time district-paid reading specialist and librarian. The second, fourth, and sixth grade test scores were at or above five points of the district averages. The test scores have improved markedly from the previous year when Patterson's scores were the lowest in the district.

The student withdrawal rate was 43 percent in 1975-76. The 1976-77 rate was 31.44. This rate was approximately twice as high as the district's average. The 1970 income and educational levels in the school's attendance area were below district averages. It had an experienced staff. Staff turnover was higher in the intermediate level.

III. Strengths and Weaknesses

The strengths in the primary grades were the planning and organization, and the teachers' knowledge about the children. During 1976-77, some staff members lessened their opposition to standardized testing and raised their expectations as to where students should perform. The integration of specialists and classroom teachers was good.

The disadvantages of the school's instruction were the lack of communication among teachers across levels and the absence of a continuous schoolwide plan. Children could receive widely varying methods of instruction depending on which teacher taught reading to the child. There was the possibility that children could be recycled through material they have already had. The role and services of the reading specialist was perceived to need clarification.

In 1976-77, a major weakness of its reading instruction was that most teachers experienced high and disruptive student turnover rates. There

was evidence that teachers received inadequate help in dealing with these high turnover rates. More effort from all administrative levels is needed to correct this situation.

Laurel Hill

I. Brief Description of the School's Reading Instruction

In 1976-77, Barnell-Loft Specific Skill series were used in grades four through six for comprehension skills. Different main reading series were used at each level. Reading programs were specific to each classroom with the only apparent continuity between levels being the use of a phonics program.

Laurel Hill was a Title I school in 1976-77, offering more intensive instruction to students experiencing learning difficulties. DISTAR materials were used for students at the first and second grade levels. A diagnostic-prescriptive program was used for levels five and six.

Three of the five teachers at Laurel Hill indicated dissatisfaction with district administration. Lack of admininstrative support and contact were specifically mentioned.

II. Discussion of Table

Laurel Hill was the smallest school in the district. Although staff size was limited by the small number of students, Title I provided additional funding and the school had more reading specialists time than the average school.

Students at the second, fourth, and sixth grade scored below the district average on 1976-77 reading tests.

Teachers mentioned difficulties with continuous planning due to the high student turnover rate. Withdrawal rates for Laurel Hill are shown to be considerably higher than the district average on the included table.

TABLE II-17

School: Laurel Hill

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	123	271
Number of certified staff 1976-77	8.63	17.49
Number of books reported in 1976-77 inventory	3,175	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.3	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	59	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	36	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	37	62.50
6th grade 1976-77 reading scores for students who remained in the school since the 4th grade (expressed in percentiles)	39	63
% of 1974-75 4th grade students scoring 1/2 Standard Deviation below publisher's average number of students	61.90	29.99
% of 1976-77 6th grade students scoring 1/2 Standard Deviation below publisher's average number of students	29.41	15.27
Score on Organizational Continuity Index for 1976-77	36	55.06
Withdrawal rate for 1976-77	20.41	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	14.49	24.48
Mean income of school's attendance area in 1970	$8,529	$11,930
Average number of minutes per day in teacher's scheduled reading period 1976-77	44	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	51	51.69
Average number of years each teacher has taught as of January 1, 1977	9.80	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	3.20	6.98
Classload of average classroom teacher 1976-77	23.20	23.93

III. Strengths and Weaknesses

There existed no organized structure or plan for reading instruction between grade levels. Little continuity was apparent from one grade level to the next.

Administrative leadership for reading instruction was lacking in the building.

A strength was the phonics program used in the primary grades. Another strength was that the reading specialist and emotionally handicapped specialist worked with children with reading difficulties. Records of the reading proficiency of these children was used by classroom teachers for placement and evaluation of progress.

IV. Comments by School Staff

"By way of rebuttal to the district's description of the Laurel Hill School reading program, we of the Laurel Hill Teaching Staff would like to submit the following:

Regarding the statement about apparent continuity in paragraph one and in part three paragraph one, we point out that each staff member used and followed the District's Scope and Sequence document as a guide in our reading programs. We feel that the document was a sufficient tool, as of that date, for continuity throughout the school.

A variety of reading tools, texts, and techniques were used in appropriate grade levels such as: in the 5 & 6 levels, the newspaper was used as a reading, language, and social studies test; other grades used appropriate student reading magazines (Spring, Scholastic K-6) to build the skills of individual students as well as the recognized reading texts recommended by District 4J.

We would like to point out that 94% of the Title I students made "successful progress" as indicated by the Title I reading tests administered by the District Title I Director. This significant gain was made despite the 65% student turnover based on the average classification of grades 1-6 of 113 population, of which 39 withdrew and 35 entered during the 1976-77 school year.

The teachers who are involved with the reading program have: 1) completed extensive training in the Distar Reading and Spelling Program including a total teaching staff commitment to a summer week-long workshop, 2) established a reading committee to study the feasibility of a record keeping system for each student, 3) maintained team continuity between the home room teacher, the reading specialist and media specialist for greater cohesiveness for individual student needs. The present staff at Laurel Hill has made a commitment to improve the reading program altho the 50% turnover of teaching staff at Laurel Hill this year presents considerable difficulty to any program.

We present this rebuttal because we feel that the district description of Laurel Hill School reflects inaccurately the reading program of 1976-77. The report does not show the significant changes the staff has already undertaken prior to the end of the 1976-77 school year and is continuing in 1977-78."

Lincoln

I. Brief Description of the School's Reading Instruction

Ginn was used as the single reading series through grade five. Houghton Mifflin was used with grade six.

Lincoln teachers said that at the beinning of the 1976-77 school year they set up a reading program. By testing and placing students, a homogenous grouping was developed for reading instruction. The program was maintained by grade level meetings between teachers. Lincoln received federal money under the Title I program to improve its reading and mathematics instruction.

The teachers indicated that in the past there had been little continuity in their record keeping, however, this situation was changed in 1976-77 by new record-keeping procedures. No data existed to determine if the new system would provide continuity.

In 1976-77, the Lincoln school was in a transition period, moving toward a more structured record-keeping system and comprehensive reading program.

II. Discussion of Table

Lincoln is a small school. Its attendance area characteristics are generally consistent with district averages with the exception of income which was significantly lower. In 1976-77, the second, fourth, and sixth grade reading scores were below the district average. This Title I school has shown growth in bringing up their reading scores to within the district average.

TABLE II-18

School: Lincoln

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	161	271
Number of certified staff 1976-77	11.82	17.49
Number of books reported in 1976-77 inventory	3,046	4,312
Number of media specialists working at the school expressed as % of a full-time position	1.0	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	66	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	52	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	60	62.50
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	no scores	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	44.44	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	no scores	15.27
Score on Organizational Continuity Index for 1976-77		
Student withdrawal rate for 1976-77	22.83	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	22.71	24.48
Mean income of school's attendance area in 1970	$8,014.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	69	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	47	51.69
Average number of years each teacher has taught as of January 1, 1977	14.63	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	7.25	6.98
Classload of average classroom teacher 1976-77	24.43	23.93

Specifically, the fourth grade scores have risen 11 points and the sixth grade 9 points above the 1975-76 scores.

III. Strengths and Weaknesses

Strengths of the reading instruction were considered to be the homogenous grouping procedures, the use of a basal reader approach, and the use of small groups.

A weakness mentioned was the lack of reading materials; many were outdated and unusable.

The teachers felt their homogenous grouping procedures, beginning 1976-77, met the needs of their school population. Additionally, they felt students were performing better in reading as a result of the instructional strategy. The rise in the 1976-77 reading scores seem to indicate that these perceptions were correct.

McCornack

I. Brief Description of the School's Reading Instruction

Since 1972-73, all teachers at McCornack have used the Houghton Mifflin Basal Series. Teachers in grades one through three supplemented this series with techniques and materials emphasizing phonics and made systematic, planned efforts to reduce the size of their reading instruction groups. The fourth through sixth grades all used Houghton Mifflin books supplemented frequently by Science Research Associates (SRA) materials.

The school had a written set of policies and procedures which also outlined sample plans and strategies for classroom management and organization of reading instruction. Teachers interviewed were aware of the sample plans and could describe which plans were most similar to the ones they were using. McCornack was also one of the few schools in the district that had a defined program providing additional help to academically superior students. It received federal help under the Title I program.

II. Discussion of Table

As the included table shows, McCornack was larger than average in both staff size and student enrollment. Its second and fourth grade scores for 1976-77 were noticeably higher than the district's average. The school was better organized for reading instruction than the average school. The attendance area of the school is characterized by lower income and higher education rates and lower than average withdrawal rates. The average number

TABLE II- 19

School: McCornack

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	345	271
Number of certified staff 1976-77	20.37	17.69
Number of books reported in 1976-77 inventory	3,481	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	78	69
4th grade 1976-77 reading scores (expressed in percentiles)	67	57
6th grade 1976-77 reading scores (expressed in percentiles)	63	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	no scores	16.34
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	14.89	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	no scores	15.27
Score on Organizational Continuity Index for 1976-77	62	55.06
Student withdrawal rate for 1976-77	12.99	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	37.11	24.48
Mean income of school's attendance area in 1970	$9,284.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	44	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	56	51.69
Average number of years each teacher has taught as of January 1, 1977	10.54	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	6.69	6.98
Classload of average classroom teacher 1976-77	25.76	23.93

of years teachers have been teaching was slightly lower than average, and the average number of years that teachers had taught at their present grade level was almost exactly equal to the district average.

III. Strengths and Weaknesses

The biggest strength of the McCormack program was that the school had an organized program. All staff reported that: there was continuity in the reading material used, the school's record keeping worked, there was clear responsibility for the reading program, and agreements on how to teach reading were arrived at after extensive staff discussion.

In 1975-76, a teacher allowed children to use materials in a way that was contrary to the expectations of other staff members. A problem emerged during the 1976-77 school year when intermediate teachers perceived that students had been advanced too fast in the reading series and had not received an adequate foundation of skills. Intermediate teachers in two grades had too many reading groups to deal with effectively. School staff members were aware of this difficulty and were observed to be seeking solutions.

Meadow Lark

I. Brief Description of the School's Reading Instruction

During the 1976-77 school year the staff at Meadow Lark reported using from eleven different series of reading materials with Ginn and Houghton Mifflin being the ones in primary use. A written plan for the teaching of reading was not known to the majority of teachers. A record-keeping system was reported to be in existence as well as the transfer of this system to appropriate grade levels. This record system did not appear to be uniformly used throughout the school. Overall, the staff indicated the students were learning to the expectations of the staff. The reading specialist was not assigned responsibility to coordinate the school's reading program nor was the media specialist involved in the planning for instruction of reading. There was mixed reaction toward the use of parent volunteers in the classroom.

II. Discussion of Table

Meadow Lark (a larger than average school) drew from an attendance area that is among the highest in economic affluence in the district. The level of parent education approximates the district average. Student withdrawal rate during the 1976-77 school year was approximately 33 percent less than for the district. Compared to other schools in the district, Meadow Lark had a relatively small number of students at both fourth and sixth grade levels who scored quite low on the reading achievement test. Data not contained in the table shows that reading achievement scores between 1976 and

TABLE II-20

School: Meadow Lark

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	365	271
Number of certified staff 1976-77	22.78	17.49
Number of books reported in 1976-77 inventory	6,025	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	69	69
4th grade 1976-77 reading scores (expressed in percentiles)	50	57
6th grade 1976-77 reading scores (expressed in percentiles)	68	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	72	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	17.19	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	6.67	15.27
Score on Organizational Continuity Index for 1976-77	42	55.06
Student withdrawal rate for 1976-77	11.62	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	24.03	24.48
Mean income of school's attendance area in 1970	$15,299.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	52	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	47	51.69
Average number of years each teacher has taught as of January 1, 1977	8.33	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	4.50	6.98
Classload of average classroom teacher 1976-77	26.57	23.93

1977 decreased 7 and 10 percentile points, respectively, for grades two and four. The sixth grade score remained virtually constant. This table also indicates that the class size for Meadow Lark was above the average class size for the district. The class size was the largest for any elementary school in the Sheldon region, and the third highest for any elementary school in the district.

III. Strengths and Weaknesses

As reported by staff, the major strengths of the school were the consistency in skill development and in the group planning. Weaknesses focused on needing to improve the record-keeping system to ensure that all skills were covered, lack of continuity between grade levels, lack of organization and planning, and the number of basal series that are used.

The data from Meadow Lark contained many conflicting statements. On any question there were contradicting responses from the staff. This may have been the artifact of being a relatively large school with concomitantly large staff, or it may have been an indicant of a lack of an organizational structure that provides for communication across all grade levels.

IV. Comments by School Staff

(1) During the Spring and Fall of 1977, a reading curriculum committee, composed of three classroom teachers, the three curriculum associates and the principal, and chaired by the reading specialist has been active. One product has been a written plan concerning the continuity of the reading program. The reading specialist is now on a fulltime assignment in this building. The media specialist spends 11 hours a day in the primary reading

program and instructs library skills to the remainder of the enrollment. A major characteristic of the reading program 1-2 is a back-to-back organization providing for reading classes of 5-15 in size for all 1st and 2nd graders for a 45 minute period. In grades 3-6, students are redeployed for instruction by ability-performance level. The classes vary in size with the lowest achievers in the smallest groups to receive more individual attention. Two classes containing a total of 15 low achieving readers at 3rd and 4th grades receive an additional P.M. reading class of 30 minutes, four days a week.

(II) Meadow Lark does draw from an attendance area that is among the highest in economic affluence in the district. It might also be noted from the table, however, that the area is only average in percent of people with four or more years of college.

The table indicates that the class size for Meadow Lark was above average class size for the district. However, data was not gathered on reading class size. Meadow Lark organizational structure is unique because the average class size for reading is well below the homeroom class size. Class size in reading runs from a low 7 to high of 25. Homeroom class size as of 12/1/77 is 23.43, below the 76-77 district average.

(III) The fact that there is a lot of conflicting information may suggest that the instrument used to collect data was inadequate. It is doubtful that teachers could have interpreted all questions accurately since no attempt was made on the part of the data collectors to clarify specific questions. In fact, many teachers received phone calls from R. D. & E. requesting explanations of their responses.

Finally, there are many reasons or hypotheses to be suggested as cuases for contradicting information from staff. The report offers only two, neither of which are necessarily valid."

River Road

I. Brief Description of the School's Reading Instruction

During 1976-77, there was no clearly organized, written, or defined plan for the teaching of reading. Many teachers used the Ginn Basal Reading Series material at each grade level, but with the exception of grades four and five, there was no consistency in terms of the publication date of the various Ginn materials. There was no other continuity in the use of materials at any grade level in River Road. There was no consistency across grade levels in the use of particular approaches or techniques for reading instruction.

II. Discussion of Table

The included table shows a number of data characteristics for this individual school compared with district averages. As the table indicates, River Road School scored very low on the organizational continuity index for 1976-77. The average income of people in the school's attendance area was lower than the district average. The River Road withdrawal rate was twice as high as the district average. However, only 6 percent of their sixth graders scored one-half standard deviation below publisher's average, compared to the district's average of 16 percent, and the achievement scores were at the district average.

TABLE II-21

School: River Road

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	420	271
Number of certified staff 1976-77	28.41	17.49
Number of books reported in 1976-77 inventory	5,432	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	69	69
4th grade 1976-77 reading scores (expressed in percentiles)	55	57
6th grade 1976-77 reading scores (expressed in percentiles)	60	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	75	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	18.47	29.99
% of school's 1975-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	6.12	15.27
Score on Organizational Continuity Index for 1976-77	35	55.06
Student withdrawal rate for 1976-77	24.56	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	9.25	24.44
Mean income of school's attendance area in 1970	$9,942.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	39	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	77	51.69
Average number of years each teacher has taught as of January 1, 1977	15.82	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	7.94	6.98
Classload of average classroom teacher 1976-77	22.56	23.93

III. Strengths and Weaknesses

Title I was a positive part of the reading instruction in that it helped slow learners and provided materials for teachers. There was a lack of leadership in the school, a lack of continuity for the development of a plan for the teaching of reading, a lack of continuity in the use of materials, a lack of time for teachers to plan a school reading program and a lack of communication among the staff about what the reading program in the school should be.

IV. Comments by School Staff

"The description of River Road's reading program as presented in this report was generally accurate at the time the data were collected. It is now obsolete.

In the spring of 1977, a staff workshop was planned for the express purpose of reviewing current instructional practices and planning modifications of the program in keeping with both the North Area Reading Plan and the criteria for reading programs established by the District Reading Committee.

Participation in the workshop was limited to one representative from each grade level, due to limited funds. The total staff made a commitment to accept the decisions and the plan designed by this group as a working document for the coming year. This plan was presented to the staff at the beginning of the 1977-78 school year and implemented at that time. Based on the experiences with the plan this year and feedback from all staff members, the plan will be further modified this year and each year thereafter to ensure the best possible reading program for the children of River Road School."

Santa Clara

I. Brief Description of the School's Reading Instruction

In 1976-77, there was a tight agreement in this school on the use of materials. There was strong emphasis on phonics and phonic programs in the first grade and in the second grade for some students. Then their primary materials was Ginn in grades two through six, supplemented by DISTAR, Lippincott, and Houghton Mifflin. There was no plan coordinating the philosophy, theory or strategies for the teaching of reading in Santa Clara School. Other than an agreement upon the use of materials, there seemed to be no agreements in the school about how the teaching of reading should occur in the building.

II. Discussion of Table

The included table shows a number of data characteristics for this individual school compared with district averages. Santa Clara's enrollment was larger than the average school. Its fourth and sixth grade reading scores were below the district average for the second year in a row. Santa Clara appeared to be very close to the average in all factors except that the average length of the reading period reported was thirty-nine minutes compared to a district average of fifty minutes.

TABLE II-22

School: Santa Clara

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	386	271
Number of certified staff 1976-77	24.12	17.49
Number of books reported in 1976-77 inventory	5,556	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	72	69
4th grade 1976-77 reading scores (expressed in percentiles)	52	57
6th grade 1976-77 reading scores (expressed in percentiles)	55	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	64	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	19.35	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	12.24	15.27
Score on Organizational Continuity Index for 1976-77	53	55.05
Student withdrawal rate for 1976-77	12.09	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	13.13	24.48
Mean income of school's attendance area in 1970	$11,220.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	39	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	53	51.69
Average number of years each teacher has taught as of January 1, 1977	8.65	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	6.69	6.98
Classload of average classroom teacher 1976-77	23.09	23.93

III. Strengths and Weaknesses

A major strength was the clear commitment to a specific set of material and an agreement to use that material throughout the school. Another strength of the program was flexibility which provided a program for children with reading problems. The faculty had the ability to group, within a grade, children at different levels for specific types of reading instruction. There also seemed to be almost total agreement about the value of their back-to-back program.

Several teachers suggested the need for a reading specialist to coordinate the reading program. Although there seemed to be an apparent agreement on material usage and procedures by which children were to be placed on that material, some teachers indicated that the placement procedures were not followed well and children were not placed "appropriately" in the material.

Silver Lea

I. Brief Description of the School's Reading Instruction

In 1976-77, there was an obvious agreement in grades one, two, and three on the use of Ginn as their primary material, and on Houghton Mifflin in the second and third grades as supplementary. There was some agreement on the use of material in grades four, five, and six; but that was less clear. There was no agreement on philosophy of plan, though such an agreement was being worked on.

II. Discussion of Table

The included table identifies a number of data characteristics for this individual school and the district average. Silver Lea was a large school and had more students and staff than the average school. Its second grade reading scores were above the district average, its fourth below, and its sixth grade scores were equal to the district average.

TABLE II-23

School: Silver Lea

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	386	271
Number of certified staff 1976-77	24.67	17.49
Number of books reported in 1976-77 inventory	5,323	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	75	69
4th grade 1976-77 reading scores (expressed in percentiles)	50	57
6th grade 1976-77 reading scores (expressed in percentiles)	63	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	53	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	62.86	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	18.42	15.27
Score on Organizational Continuity Index for 1976-77	56	55.05
Student withdrawal rate for 1976-77	17.63	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	11.03	24.48
Mean income of school's attendance area in 1970	$11,342.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	47	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	52	51.69
Average number of years each teacher has taught as of January 1, 1977	12.22	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	6.00	6.98
Classload of average classroom teacher 1976-77	24.00	23.93

III. Strengths and Weaknesses

The primary strength of the reading instruction program at Silver Lea was a direct result of the efforts of the reading specialist in that building. The reading specialist was referred to positively in terms of the assistance given to teachers and to the development of programs. Another strength was the ability to use indiviudalization as a reading technique. However, there was a lack of agreement across the faculty about the value of this technique. A number of teachers suggested that the program could be improved by developing better faculty communication and by better implementation of program continuity for individual students.

IV. Comments by School Staff

"The Silver Lea Staff would like to submit the two following revised statements to replace the ones that were presented by Larry Barber at the November 30 staff meeting. We feel the revised statements more accurately reflect the situation as it now exists.

(I) Brief Description of the School's Reading Instruction

In 1976-77, there was an obvious agreement in grades one, two, and three on the use of Ginn as their primary material, and on Houghton Mifflin in the second and third grades as supplementary. There was some agreement on the use of material in grades four, five, and six, but that was less clear. There is an agreed upon philosophy statement contained in the published Silver Lea Reading Plan.

(III) Strengths and Weaknesses

One of the primary strengths of the reading instruction at Silver Lea has been attributed to the efforts of the reading specialist operating in

cooperation with a highly competent and supportive staff. The reading specialist provided positive assistance in program development and specific consultation with teachers. Another strength was the use of individualization as an effective reading technique although teachers exercised a freedom to modify their programs to fit the needs of children. Communication needs to continue in order to provide teachers with opportunities to exchange information concerning valuable instruction techniques currently being used in the building."

Spring Creek

I. Brief Description of the School's Reading Instruction

In 1976-77, Ginn 360, published in 1969, was the major source of materials used in Spring Creek School. Other supplementary materials were used for teaching of children with a reading handicap or children who were learning to read exceptionally well. There was a clearly defined plan for the use of materials in the building; however, there did not seem to be a philosophy or plan for the teaching of reading in terms of teaching strategy or coordiantion across grade levels.

II. Discussion of Table

As the included table shows, Spring Creek had a larger than average size staff and student enrollment. It had lower than average achievement scores and scored low on the organizational continuity index. Spring Creek did not differ significantly from the district average on any other data characteristics.

TABLE II-24

School: Spring Creek

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	442	271
Number of certified staff 1976-77	28.59	17.49
Number of books reported in 1976-77 inventory	6,158	4,312
Number of media specialists working at the school expressed as % of a full-time position	1.0	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	59	69
4th grade 1976-77 reading scores (expressed in percentiles)	57	57
6th grade 1976-77 reading scores (expressed in percentiles)	55	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	56	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	30.43	29.99
% of school's 1975-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	18.03	15.27
Score on Organizational Continuity Index for 1976-77	49	55.06
Student withdrawal rate for 1976-77	14.31	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	11.53	24.48
Mean income of school's attendance area in 1970	$11,646.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	48	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	36	51.69
Average number of years each teacher has taught as of January 1, 1977	8.18	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	4.41	6.98
Classload of average classroom teacher 1976-77	21.76	23.93

III. Strengths and Weaknesses

The strengths were that there was clear continuity in the use of materials. The reading specialist had assisted in organizing the school for the teaching of reading and was relied on to continue to do that. Another strength was the presence of the Language Arts Committee organized within the building to coordinate the teaching of reading and language arts. The media specialist in the school was a strength in that she provided media activities for the better readers in the upper grades.

The primary weakness seemed to be the absence of a clearly defined plan for the teaching of reading, independent of material. There was insufficient time for teachers to communicate across grade levels to see what other teachers were doing. Another weakness seemed to be the short amount of time spent in the teaching of reading outside regularly scheduled periods relative to the rest of the school district. A third weakness that appeared was the lack of time for the faculty to communicate with one another about techniques, strategy, and the organization of reading.

Stella Magladry

I. Brief Description of the School's Reading Instruction

In 1976-77, Magladry did not have a continuous reading program across all six grades, although each teacher had prepared a philosophy and curriculum description of their own progam. Rather, there were six classroom teachers and each did their own program. Four of the six teachers used the Allyn Bacon series. The school received a gift of Allyn Bacon materials in 1972. Five different basal series and four different lists of reading skills were reported used. The school did not have a reading specialist or librarian. The school has had five principals in six years. The first and second grade teachers have worked together for ten years and were familiar with each other's program. The primary program had a good reputation outside the school.

Five of the six teachers reported emphasizing the district's list of reading skills. In 1975-76, the school's curriculum was compared to the list and grades one through three were found to cover all the skills the teachers were required to teach. No teachers mentioned any behavior or attitude of the principal that was related to reading instruction. Four of the six teachers interviewed said that the staff shared a philosophy which emphasized a structured reading program. No one person appeared responsible for coordinating the school's instruction.

II. Discussion of Table

Magladry is a small school. Its attendance area in 1970 had higher than average education and income levels. Its second grade test scores were

TABLE II-25

School: Stella Magladry

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	158	271
Number of certified staff 1976-77	9.22	17.49
Number of books reported in 1976-77 inventory	1,952	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	90	69
4th grade 1976-77 reading scores (expressed in percentiles)	67	57
6th grade 1976-77 reading scores (expressed in percentiles)	68	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	73	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	11.11	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	6.67	15.27
Score on Organizational Continuity Index for 1976-77	59	55.05
Student withdrawal rate for 1976-77	8.23	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	32.06	24.48
Mean income of school's attendance area in 1970	$14,034.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	50	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	68	51.69
Average number of years each teacher has taught as of January 1, 1977	20	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	12	6.98
Classload of average classroom teacher 1976-77	26.23	23.93

the second highest in the district. Its fourth and sixth grade scores were higher than the district's average but close to what would be expected of students given the education and income levels of the area. It had a higher than average number of students per classroom.

III. Strengths and Weaknesses

The primary program and teacher concern for making sure that all students learned their reading skills were strengths of the school's instruction. There were only six teachers and this simplified communication and record keeping.

Four of the six teachers interviewed stated they saw no weakness in their school's reading instruction. However, the use of different materials and programs and the absence of any one person who had responsibility raise a persistent question as to how well coordinated the instruction was. Program integration at the intermediate grades could have been more effective.

Six of the six teachers interviewed expressed the same problem. They had too many students and there was not enough time to teach the slowest and fastest students.

I. Brief Description of the School's Reading Instruction

All ten teachers used the Houghton Mifflin Basal Reading Series, had ECRI training, and worked on the first year of a new set of staff agreements about reading.

The new program was instituted by the principal and reading specialist with the cooperation of most of the staff. Two teachers interviewed stated that the new system had improved the continuity of the school's instruction and teachers interviewed generally stated that the school's reading instruction had improved during 1976-77. The staff agreed to look at techniques emphasizing direct instruction and the mastery of all skills studied. The staff also had an agreement to let students advance to whatever book in the series that the student could work at. Teachers appeared to have worked out a way of grouping students which avoided having too many reading groups for a teacher to teach effectively. The staff members appeared to keep their agreements.

Five of six teachers interviewed recommended continued improvement in organization and expressed concern that the present reading grouping arrangements could result in discontinuity or loss of information on individual children. The reading specialist coordinated the program and was not formally acknowledged to have done so.

II. Discussion of Table

Twin Oaks had slightly smaller numbers of students and teachers than

TABLE II-26

School: Twin Oaks

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	230	271
Number of certified staff 1976-77	13.75	17.49
Number of books reported in 1976-77 inventory	3,389	4,312
Number of media specialists working at the school expressed as % of a full-time position	0	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	69	69
4th grade 1976-77 reading scores (expressed in percentiles)	57	57
6th grade 1976-77 reading scores (expressed in percentiles)	70	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	72	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	25	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	5.56	15.27
Score on Organizational Continuity Index for 1976-77	65	55.06
Student withdrawal rate for 1976-77	13.62	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	20.68	24.48
Mean income of school's attendance area in 1970	$11,409.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	70	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	70	51.69
Average number of years each teacher has taught as of January 1, 1977	12.10	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	9.40	6.98
Classload of average classroom teacher 1976-77	22.00	23.93

the district's average. Its second and fourth grade test scores were close to the district's average and its sixth grade scores were noticeably higher. Twin Oaks was one of six schools whose sixth grade scores were higher than their second grade scores. Five percent of the sixth grade students scored below one-half standard deviation on the reading tests. This is one-third the district average of 16 percent. The school had a lower than average withdrawal rate and was better organized for reading instruction than other schools. In 1970, the school's attendance area was characterized by lower than average income and educational levels. In 1976-77, teachers were more experienced and spent more time on teaching reading than the average school staff.

III. Strengths and Weaknesses

The reading instruction provided in 1976-77 was better than the instruction provided in 1975-76. This improvement was due to efficient administrative decision making and staff cooperation with one another. The system used to group children for reading instruction had advantages and disadvantages. On the one hand, it was an advantage that any one teacher had a smaller number of groups to teach. On the other hand, three of the six teachers interviewed did not know on a day-to-day or week-to-week basis what reading instruction their children were learning outside of their classroom.

Washington

I. Brief Description of the School's Reading Instruction

In 1976-77 Washington School had an organized, coordinated reading program. Ginn 360 was the basal program used by the entire school. Records pertaining to materials used by students and student progress were maintained and passed on to the appropriate grade levels. Students were viewed by their teachers as reading at the appropriate instructional level. No major changes in the program had been made from the prior year. However, individual teachers did report that they had made modifications in their own instructional approach. The reading specialist was reported as a key person in coordinating the reading program for the building, as well as providing assistance for children with particular problems. Teachers indicated the existence of a plan stating specifically how reading instruction would be organized.

II. Discussion of the Table

Washington is a large elementary school. It's in an area that is above average for the district in economic affluence and very close to the district average on the years of education attained by adults residing in the area. The test scores for grades two and six were identical for the years 1976 and 1977. The fourth grade scores increased from 1976 to 1977 by 8 percentile points. Scores for both years were less than the district's average score. The proportion of students who scored lower than one-half standard deviation below the publisher's mean was 43 percent of fourth

TABLE II-27

School: Washington

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	404	271
Number of certified staff 1976-77	25.11	17.49
Number of books reported in 1976-77 inventory	4,577	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	62	69
4th grade 1976-77 reading scores (expressed in percentiles)	55	57
6th grade 1976-77 reading scores (expressed in percentiles)	52	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	48	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	42.62	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	22.95	15.27
Score on Organizational Continuity Index for 1976-77	62	55.06
Student withdrawal rate for 1976-77	19.68	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	23.27	24.48
Mean income of school's attendance area in 1970	$13,833.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	44	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	59	51.69
Average number of years each teacher has taught as of January 1, 1977	13.22	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	6.78	6.98
Classload of average classroom teacher 1976-77	23.41	23.93

graders in 1974-75 (district average was 23 percent), and 23 percent of sixth graders in 1976-77 (district average was 16 percent). These data show that while a greater proportion of Washington students scored low as compared to the district, the percent of low-scoring students has decreased as the students progressed from grade four to grade six.

III. Strengths and Weaknesses

Weaknesses of the program were listed as lack of formal program for gifted children, lack of time for the back-to-back reading program, and lack of instructional materials for reading.

Two major strengths were identified for the program. The first was continuity of the program by using the same basal series from grades one through six. The other was the strength given to the reading program by the role assumed by the reading specialist.

IV. Comments by School Staff

"The 1st, 2nd, 3rd and 4th grade and auxiliary teachers of Washington School have implemented an intensive back-to-back reading program for the past several years. In this program the classroom teacher teaches reading to about half of his/her class during each of two 40 minute periods. The other half of each class participates in the following activities with auxiliary personnel while out of the classroom:

4 - 20 minute P. E. periods per week

1 - 20 minute "talk time" with the school counselor per week

1 - 20 minute period of either health, library skills, literature or library book check out

2 - 20 minute periods of music per week

One of the greatest strengths of the Washington School reading program is the total staff commitment to continued improvement of the program. There is satisfaction with our basal reading program but there is an expressed need for additional supplementary materials for reinforcement. As of September, 1977, we initiated a pilot program for educationally able students at the 5-6 grade level which is also to be a model for lower grades in dealing with the same type of school population."

I. Brief Description of the School's Reading Instruction

Grades one and two generally used the Ginn reading series and grades three through six used the Houghton Mifflin reading series. Teachers in grades one and two had made efforts to coordinate their program with the kindergarten teachers. One of the three second-grade teachers used the DISTAR program. The third grade teacher interviewed reported that she did not have problems with children making the shift from Ginn to the Houghton Mifflin material. Teachers had an agreement not to advance children ahead in the basal series used at that grade level. For example, students in grades three through six who learned faster were given Ginn materials rather than being advanced in the Houghton Mifflin material. There was no apparent philosophical agreement among the staff as to how reading instruction should take place.

Four of the six teachers interviewed explicitly stated that the high rate of student turnover was a problem. The other two teachers referred to turnover sometime during the interview. The high rate of student turnover decreased the general usefulness of the school's reading instruction record-keeping and was disruptive to classroom organization. Four of the six teachers mentioned communication problems among teachers of different grade levels or coordination problems between the two or more reading series used.

TABLE II-28

School: Westmoreland

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	368	271
Number of certified staff 1976-77	23.91	17.49
Number of books reported in 1976-77 inventory	4,925	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	1.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	66	69
4th grade 1976-77 reading scores (expressed in percentiles)	52	57
6th grade 1976-77 reading scores (expressed in percentiles)	55	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	52	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	42.37	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	22.81	15.27
Score on Organizational Continuity Index for 1976-77	69	55.06
Student withdrawal rate for 1976-77	30.15	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	22.27	24.48
Mean income of school's attendance area in 1970	$10,611.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	48	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	54	51.69
Average number of years each teacher has taught as of January 1, 1977	19.33	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	12.80	6.98
Classload of average classroom teacher 1976-77	22.27	23.93

II. Discussion of Table

Westmoreland has more students and staff than the average district school and its staff was noticeably older than the average staff. Its second, fourth, and sixth grade test scores were below district averages and its 1976-77 withdrawal rate was the fifth highest in the district. As of 1970, average educational and income levels in its attendance area were lower than district averages.

III. Strengths and Weaknesses

The strengths of Westmoreland's reading instruction were in the experience of its teachers and the close cooperation reported among teachers of similar grade levels. Agreements specifying which basals will be used in which situations were generally kept although not all teachers wholeheartedly endorsed the agreements. The school did have a general plan and operated within that plan.

In 1976-77, a major weakness of its reading instruction was that most teachers experienced high and disruptive student turnover rates. There is evidence that teachers received inadequate help in dealing with these high turnover rates. More effort from all administrative levels is needed to correct this situation.

I. Brief Description of the School's Reading Instruction

During 1976-77, four teachers used DISTAR in grades one, two, and three. A second grade teacher used DISTAR and Houghton Mifflin. Four teachers used Houghton Mifflin for third, fourth, fifth, and sixth grades classes. Two teachers used the Corrective Reading Program for grades four, five, and six.

Whiteaker teachers used record-keeping procedures which were comprehensive in that the students' reading skill development, materials used, scope and sequence scores, standardized test scores, etc., were maintained and passed on throughout the grades.

The school had a plan for teaching reading. The students were grouped by skill levels. The skill levels determined the materials in which a student would be placed.

Whiteaker was, in 1976-77, a Title I school. A more intensive program was offered for the teaching of reading skills.

II. Discussion of Table

Whiteaker second, fourth, and sixth grade students scored below the district average in 1976-77. Approximately one-third of the sixth grade students scored one-half standard deviation below the publisher's average on the Metropolitan standardized tests given in the spring of 1977.

TABLE II-29

School: Whiteaker

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	192	271
Number of certified staff 1976-77	14.07	17.49
Number of books reported in 1976-77 inventory	3,001	4,312
Number of media specialists working at the school expressed as % of a full-time position	.0	.52
Number of reading specialists working at the school expressed as % of a full-time position	.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	62	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	36	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	34	62.50
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	41	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	34.61	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	30.00	15.27
Score on Organizational Continuity Index for 1976-77	50	55.06
Student withdrawal rate for 1976-77	34.42	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	11.70	24.48
Mean income of school's attendance area in 1970	$6,750.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	48	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	49	51.69
Average number of years each teacher has taught as of January 1, 1977	11.01	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	5.60	6.98
Classload of average classroom teacher 1976-77	29.46	23.93

The turnover rate for Whiteaker was above the district average for 1976-77. Whiteaker was eligible for Title I in 1976-77.

Neither a reading specialist nor media specialist served Whiteaker School during 1976-77.

III. Strengths and Weaknesses

Teachers at Whiteaker felt the strength of the school's reading program was direct instruction and continuity between grade levels. Appropriate placement of students was considered a strength. Other strengths were that Whiteaker had effective, cooperative teachers, that teachers motivated the students to achieve and that reading instruction was carefully sequenced.

Although the included table indicates 48 minutes per scheduled reading program, a strength of the reading program was an intensive concentration of reading.

One weakness in the school's reading instruction was a lack of coordination between basals and DISTAR. The lack of dialogue between teachers in the two reading tracks appeared to be a problem.

Willagillespie

I. Brief Description of the School's Reading Instruction

During the 1973-74 year, Willagillespie adopted Houghton Mifflin and Ginn 360 as a dual basal series. Five other sets of materials were identified as also being used. The teachers indicated they kept records of materials the students had used, received and passed on the information to appropriate grade levels. In addition, the principal and reading specialist maintained a highly detailed record system of student achievement and had this available for use by classroom teachers. When asked if students were meeting expectations, teachers reported that students met expectations. No major changes had been made in the reading program in the last two years. The reading specialist was not responsible for the coordination of the school's reading program, nor was the media specialist involved with planning the school's reading instruction. There was evidence of a written plan as to how reading instruction would be organized. Test scores were regarded as generally accurate evidence of student achievement.

II. Discussion of Table

Willagillespie is an average sized school, situated in an attendance area that is above district average in level of affluence. Reading test scores at second grade for 1977 were identical with those for 1976. The scores for 1977 at fourth and sixth grade level were 3 and 14 percentile points, respectively, above the scores for 1976. Both fourth and sixth

TABLE II-30

School: Willagillespie

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	302	271
Number of certified staff 1976-77	20.34	17.49
Number of books reported in 1976-77 inventory	3,984	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	62	69
4th grade 1976-77 reading scores (expressed in percentiles)	64	57
6th grade 1976-77 reading scores (expressed in percentiles)	70	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	74	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	19.15	29.99
% of school's 1975-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	9.76	15.27
Score on Organizational Continuity Index for 1976-77	59	55.06
Student withdrawal rate for 1976-77	15.74	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	19.10	24.48
Mean income of school's attendance area in 1970	$13,069.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	42	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	38	51.69
Average number of years each teacher has taught as of January 1, 1977	11.47	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	5.27	6.98
Classload of average classroom teacher 1976-77	22.23	23.93

grade scores were above district average for the two years. The average minutes of reading instruction per day was eight minutes less than the district average.

III. Strengths and Weaknesses

Strengths of the program as listed by teachers were the back-to-back program and experienced teachers. Weaknesses were highly varied with a general focus on staff wanting more time to work with students on teaching them to read. There were data that indicated Willagillespie was a situation where the impetus for change came from the principal. Although continuity was stressed by some of the teachers at the school, it appeared that each teacher's interpretation of the program may have resulted in a total effort that was less integrated than planned.

I. Brief Description of School's Reading Instruction

In 1976-77 Willakenzie scored in the top 20 percent of the schools on an index of organizational continuity. Within the last two years the staff had changed from Scott Foresman to a Houghton Mifflin basal series. Seven other sets of materials were used supplemental to the Houghton Mifflin series. The reading specialist was responsible for coordinating the school's reading program. Mixed response was obtained regarding the existence of a plan specifying how reading instruction should be organized. However, such a plan was contained in the notes from staff meeting. Emphasis in the program was on regrouping students for instruction. Overall, teachers indicated that test scores were generally accurate or consistent with teacher opinion or at least a partial indicant of reading ability. Consensus of staff was that students were learning to expectations. The expectations appeared to be that 50 percent or more of students would be reading at grade level.

II. Discussion of Table

Willakenzie is an average sized school located in an area that is slightly under the district average for economic affluence. The class load of average classroom teacher for 1976-77 was next to lowest in the district. The average minutes per day in the teacher's scheduled reading period was less than district average and the average minutes per day of reading instruction outside the teacher's scheduled period was 10 minutes less per

TABLE II-31

School: Willakenzie

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	251	271
Number of certified staff 1976-77	17.85	17.49
Number of books reported in 1976-77 inventory	4,180	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	.5	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	31	69
4th grade 1976-77 reading scores (expressed in percentiles)	40	57
6th grade 1976-77 reading scores (expressed in percentiles)	42	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	42	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	62.22	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	35.29	15.27
Score on Organizational Continuity Index for 1976-77	64	55.06
Student withdrawal rate for 1976-77	34.77	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	10.68	24.48
Mean income of school's attendance area in 1970	$11,102.00	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	47	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	41	51.69
Average number of years each teacher has taught as of January 1, 1977	12.36	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	7.18	6.98
Classload of average classroom teacher 1976-77	20.10	23.93

day than the district average. Student withdrawal rate was double the district average.

Student achievement data not in the table show that 62 percent of the fourth graders in 1974-75 and 35 percent of the sixth graders in 1976-77 scored lower than one-half the standard deviation below the publisher's average score on the standardized reading test. Considering both grade levels, Willakenzie had the highest proportion of children in these categories of any school in the district. The reading comprehension scores dropped 10 percentile points from between 1976 and 1977 at grades two and six with a 9 point drop at grade four. The sets of scores for both years were below district, region and publisher's scores and for 1977 in the bottom 10 percent of schools in this district. The second grade scores were much lower than the scores at fourth and sixth grades, which is a reversal of the usual relationship between scores at those grade levels. In addition, the second grade scores were the lowest in the district for 1976-77.

III. Strengths and Weaknesses

Throughout the data were evidence that the staff viewed the program as well structured, focused on individual instruction, and consistent from grade level to grade level. Reported weaknesses focused on lack of time for teaching, lack of materials, and that some of the materials needed to be changed.

Overall, Willakenzie had many positive factors that should have contributed to a strong reading program. However, student outcome data did

not indicate a strong program. An analysis of the data indicated the following problem areas: 1) teacher expectations for student achievement may have been unrealistically low; 2) the discrepancy between reported plans and organizational structure and student outcomes; 3) extremely low reported achievement at second grade; and 4) overall organizational leadership as it pertained to the reading program.

IV. Comments by School Staff

"Items which the staff feel are significant to the reading outcomes and were not included in this report:

(1) Willakenzie is the home of the region's elementary Learning Resource Center. Since the fall of 1973, the school has serviced students throughout the region who are emotionally handicapped. Since the fall of 1975, it has serviced students from throughout the region who have special academic or behavioral needs.

(2) Through the use of objective testing measures and/or classroom observational data, a total of 81 students have been identified as having some type of handicap. This is 32% of the total school population. (Academic handicaps = 46, speech/language handicaps = 29, physical handicaps = 5, serious behavior handicaps = 17)

(3) The home environment is instrumental in student attitude toward learning. The characteristic data indicates that in 1970, the school's % of parents having 4 or more years of college was less than half of the district's average. Since 1970, a government-subsidized apartment complex has been constructed within walking distance of the school, which, very possibly, would make this percentage even smaller.

(4) The student withdrawal rate was double the district average. This was mentioned briefly. We feel it has great significance and is closely related to the above statement. Our classification report for September, 1976, indicates that we had 277 students in the building. The classification report of June, 1977, indicates that we had 270 students in the building--so the entry rate of students was also double the district average. 52% of our total school population, excluding kindergarten, were new students at Willakenzie last year. This indicates that the school population is a highly transient one."

Magnet Arts

I. Brief Description of the School's Reading Instruction

In 1976-77, Magnet Arts was an alternative program which concentrated instructional programing around the arts. Three teachers worked with grade levels one through six. Macmillan (series R) was the main reading series used at all levels. One teacher used Ginn 360 as a complementary text. Another used Merrill Beginning Reading individual worksheets with Macmillan materials. Records were kept on each student but were not passed from level to level. Verbal communication between teachers was used for exchanging student information. The reading instruction was designed to promote more independent readers. Magnet Arts had a part-time reading specialist (.1 FTE); this time was used for diagnostic and tutorial instruction. The DeBusk Center at the University of Oregon was used for some students with reading difficulties.

II. Discussion of Table

Second grade students at Magnet Arts scored significantly below district average on reading tests. Students at the fourth and sixth grade level scored well above the district average on these tests.

The enrollment at Magnet Arts was much smaller than the district average. This is reflected in the smaller number of teaching staff and auxiliary personnel.

TABLE II-32

School: Magnet Arts

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	141	271
Number of certified staff 1976-77	7.15	17.49
Number of books reported in 1976-77 inventory	4,280	4,312
Number of media specialists working at the school expressed as % of a full-time position	.4	.52
Number of reading specialists working at the school expressed as % of a full-time position	.1	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	47	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	76	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	73	62.60
6th grade 1976-77 reading scores for students who remained in the school since the 4th grade (expressed in percentiles)	no scores	63
% of 1974-75 4th grade students scoring 1/2 Standard Deviation below publisher's average number of students	no scores	29.99
% of 1976-77 6th grade students scoring 1/2 Standard Deviation below publisher's average number of students	0.0	15.27
Score on Organizational Continuity Index for 1976-77	52	55.06
Withdrawal rate for 1976-77	32	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	*	24.48
Mean income of school's attendance area in 1970	*	$11,930
Average number of minutes per day in teacher's scheduled reading period 1976-77	47	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	41	51.69
Average number of years each teacher has taught as of January 1, 1977	4.67	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	4.67	6.98
Classload of average classroom teacher 1976-77	23.50	23.93

* Magnet Arts is an alternative school drawing students from the entire district

None of the sixth grade students scored one-half standard deviation below publisher's average as compared to 16 percent district-wide.

III. Strengths and Weaknesses

Strengths of the program which were mentioned were similarity of materials through the grade levels, use of arts to provide more student stimulation and awareness of reading applicability to other life areas. Teachers felt that another strength was the freedom to choose methods and materials.

Teachers felt thirty-five minute time blocks were too short for sufficient individual student instruction. The record-keeping system was not continuous from grade level to grade level.

I. Brief Description of the School's Reading Instruction

Ginn was used by a teacher of grades one through three; the second and third and third through fifth grade teachers used Houghton Mifflin; the second through sixth and third through fifth grade teacher used library books and skill packets. The fourth through sixth grade teacher used New Directions in English and Harper Row.

During 1976-77, Eastside began a new system of record keeping. Whether this system provided continuity between grades could not be determined because of lack of data due to the fact that the program was new. Continuity did exist in the fact that the reading skill development for each student was passed on and that reading scores were kept in student cumulative folders.

II. Discussion of Table

The second and fourth grade reading scores were significantly higher than the district average; the sixth grade scores were nearly two standard deviations above the district average for 1976-77. A small number of students were not tested because of parent request.

No reading specialist served the Eastside School during the 1976-77 school year.

TABLE II-33

School: Eastside

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	129	271
Number of certified staff 1976-77	5.85	17.49
Number of books reported in 1976-77 inventory	...	4,312
Number of media specialists working at the school expressed as % of a full-time position	.5	.52
Number of reading specialists working at the school expressed as % of a full-time position	0.0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	87	70.85
4th grade 1976-77 reading scores (expressed in percentiles)	76	58.50
6th grade 1976-77 reading scores (expressed in percentiles)	83	62.60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	no scores	63
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	no scores	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	0.0	15.27
Score on Organizational Continuity Index for 1976-77	52	55.06
Student withdrawal rate for 1976-77	...	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	*	24.48
Mean income of school's attendance area in 1970	*	$11,930
Average number of minutes per day in teacher's scheduled reading period 1976-77	65	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	27	51.69
Average number of years each teacher has taught as of January 1, 1977	5.83	12.28
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	5.17	6.98
Classload of average classroom teacher 1976-77	22.18	23.93

* Eastside is an alternative school, drawing students from the entire district.

III. Strengths and Weaknesses

Teachers said that the individualization of instruction was a strength of the reading instruction. The creativity and talents of the teachers were mentioned as an instructional strength.

Teachers mentioned that a lack of a good record-keeping system was a weakness of the school. Half of the teachers felt that a weakness was either in not teaching specific reading skills or in not teaching to specific skill deficiencies.

Traditional Alternative

I. Brief Description of the School's Reading Instruction

This was the first year of operation of the school, and its staff experienced all of the difficulties encountered by beginning programs. For example, the school had shortages of material at all grade levels.

In 1976-77, three of the four teachers taught reading. The school emphasized a phonics-based program with a skill sequence and frequent testing. The school gave standardized tests in the fall of 1976 and spring of 1977. Parents whose children attended the school were reported to have had high expectations. One teacher taught first graders. One taught second and third graders and the third teacher taught reading to students in grades three through six. All teachers used the 1971 Houghton Mifflin Basal reading series supplemented with other materials. Individual teachers on the staff were respected by other teachers in the district.

II. Discussion of Table

The small size of the alternative school is shown in the data. The school did not use the work of the Adam's reading specialist and did use the librarian's work. Its second grade test scores were higher than the district average. Income and educational levels are not included in the table. Most Traditional Alternative parents do not live in the Adams school attendance area. The average number of years of teaching experience of the Traditional Alternative staff was not as high as the district average.

TABLE II-34

School: Traditional Alternative

Characteristic	School Data Grades 1-6	District Average
Student enrollment data for 1976-77	93	271
Number of certified staff 1976-77	4.22	17.49
Number of books reported in 1976-77 inventory	--	4,312
Number of media specialists working at the school expressed as % of a full-time position	.05	.52
Number of reading specialists working at the school expressed as % of a full-time position	0	.60
2nd grade 1976-77 reading scores (expressed in percentiles)	85	69
4th grade 1976-77 reading scores (expressed in percentiles)	52	57
6th grade 1976-77 reading scores (expressed in percentiles)	60	60
6th grade 1976-77 reading scores for students who stayed in the same school since the 4th grade (expressed in percentiles	--	57
% of school's 1974-75 4th grade students scoring in the bottom one-third of the student population taking the test nationally	--	29.99
% of school's 1976-77 6th grade students scoring in the bottom one-third of the student population taking the test nationally	--	15.27
Score on Organizational Continuity Index for 1976-77	47	55.06
Student withdrawal rate for 1976-77	--	17.50
% of people 25 years or older with 4 or more years of college in school's attendance area in 1970	no data	24.48
Mean income of school's attendance area in 1970	no data	$11,930.00
Average number of minutes per day in teacher's scheduled reading period 1976-77	80	50.08
Average number of minutes per day of reading instruction outside teacher's scheduled period 1976-77	100	51.69
Average number of years each teacher has taught as of January 1, 1977	8.67	12.25
Average number of years each teacher has taught the grade they are now teaching as of January 1, 1977	4.33	6.98
Classload of average classroom teacher 1976-77	23/50	23.93

III. Strengths and Weaknesses

The school's emphasis upon reading was the major strength of its reading instruction. The small size of the staff also aided teachers to coordinate with each other. During 1976-77 there was some probability that reading instruction in the three through six grades had a discontinuity in it. One of the intermediate teachers taught all students math and the other taught all students reading during a regularly scheduled reading period. Language arts was taught outside of the scheduled reading period. The teachers did not coordinate reading and language arts on a day-to-day, or even week-to-week, basis. Thus, students had an unintegrated reading and language arts curriculum.

IV. Comments by School Staff

"Form G of the Metropolitan Achievement Test was administered in October and Form F of the same test was administered in April, approximately six and one-half months apart. Eighty of the 93 students who took the test in April also took the test in October. Analysis of the test data shows that of those 80 students, 72 showed growth equal to at least one grade level in reading ability for that six and one-half month period."

Chapter Three

General Discussion of Factors Affecting School Programs

What variables has this evaluation found which distinguish schools which have effective reading instruction from others which have less effective instruction? This question is difficult to answer. First, there is a problem of defining "effective." Secondly, there may be powerful socio-economic influences affecting children's reading levels. Using the procedures and definitions specified below, a preliminary analysis has found that three variables significantly distinguish more effective district schools from less effective schools. These variables are the size of the school, the number of minutes per day that teachers spend teaching reading outside of their regularly scheduled reading period, and the requests for transfers from the school.

There is strong preliminary evidence that effective reading instruction is associated with smaller schools, schools where teachers report spending more time teaching reading outside of their regularly scheduled reading class, and schools where fewer parents request a transfer from the school.

How were these conclusions arrived at? The rest of this chapter briefly describes how. Appendix E, which is in Volume Two of the committee's report, contains a more detailed technical description of the discriminant analysis used. The data reported in this chapter are the results of the first phase in the analysis. Thirty-one variables were used. As additional data for Volume Two becomes available, new variables will be considered.

The first step in the analysis was to use reading test results to distinguish those schools who score well from those who don't. Two ground rules were established. First, all available test data had to be used and secondly, socio-economic effects on test scores had to be removed in order to classify the schools.

The Test Data

The Reading Evaluation Committee has seven average reading test scores for each school. It has:

1. Sixth grade scores for the 1974-75 school year
2. Second grade scores for the 1975-76 school year
3. Fourth grade scores for the 1975-76 school year
4. Sixth grade scores for the 1975-76 school year
5. Second grade scores for the 1976-77 school year
6. Fourth grade scores for the 1976-77 school year
7. Sixth grade scores for the 1976-77 school year

From Table I-1, the committee also has two additional variables measuring student outcomes in reading tests:

8. The proportion of each school's fourth graders in 1974-75 who scored in the bottom one-third of the student population taking the test nationally.
9. The proportion of each school's sixth graders in 1976-77 who scored in the bottom one-third of the student population taking the test nationally.

School scores on these nine variables were used to divide the schools into two groups. An expected score on each variable for each school was calculated using 1970 income and education data and 1976-77 student withdrawal rates. All expected scores were calculated using the multiple regression process described in Appendix C. Table I-4 gives the expected 1976-77 second, fourth, and sixth grade scores for each school. For each school, these nine expected scores were compared to the school's actual score on the nine test variables.

Table III-1 shows the number of times that each school's actual score was higher than its predicted score and assigns schools to one of two groups, based on whether or not a majority of their actual test scores were higher or lower than their predicted scores.

Column one first shows how many test variables were available for each school. Test data on two alternative schools were not available. Data for eight test variables were obtained for four schools. Data for only seven test variables were obtained for three schools.

The second column of Table III-1 shows the number of times that each

TABLE III-1

A Comparison of How Many Times Each School's Actual Test Scores Compared With Their Expected Scores

School	Number of Test Outcome	# of Times Actual Test Scores Were Higher Than Expected	# of Times Actual Test Scores Were Lower Than Expected	Group Assignment
Adams	9	8	1	2
Awbrey Park	9	1	8	1
Bailey Hill	9	0	9	1
Coburg	9	5	4	2
Condon	9	6	3	2
Crest Drive	9	5	4	2
Dunn	9	8	1	2
Edgewood	8	0	8	1
Edison	9	4	5	1
Ellis Parker	9	3	6	1
Fox Hollow	9	7	2	2
Frances Willard	9	2	7	1
Gilham	9	4	5	1
Harris	9	8	1	2
Howard	9	2	7	1
Ida Patterson	8	7	1	2
Laurel Hill	8	1	7	1
Lincoln	7	2	5	1
McCornack	7	4	3	2
Meadow Lark	9	6	3	2
River Road	8	8	0	2
Santa Clara	9	4	5	1
Silver Lea	9	5	4	2
Spring Creek	9	1	8	1
Stella Magladry	9	7	2	2
Twin Oaks	9	5	4	2
Washington	9	0	9	1
Westmoreland	9	4	5	1
Whiteaker	9	4	5	1
Willagillespie	9	6	3	2
Willakenzie	9	3	6	1
Condon Arts	0	0	0	0
Eastside	7	6	1	2
Traditional Alter	0	0	0	0

school's actual scores were lower than their expected scores. The sum of the second and third columns equals the first column.

If a majority of a school's actual scores were higher than the school's expected scores, then the school was assigned to Group 2. For example, the actual test scores of Adams School were higher than their expected scores in eight of the nine comparisons and Adams was assigned to Group 2. Sixteen schools were assigned to Group 2.

If a majority of a school's actual scores were lower than their expected scores, then the school was assigned to Group 1. For example, all of Bailey Hill School's nine actual scores were lower than the scores that would be expected, based on the socio-economic characteristics of its attendance area. Bailey Hill was assigned to Group 1. Sixteen schools were assigned to Group 1.

This assignment of schools to one or another of the groups ends the first step of the analysis.

The problem of step two is to find other variables which significantly distinguish the two groups of schools from each other.

Twelve other school-level variables were measured as part of the work reported in this volume of the Reading Evaluation Committee's report. Eight of these variables are reported on in the individual school tables in Chapter II. These variables are:

1. Student enrollment as of September 30, 1975
2. Score on Organizational Continuity Index, Fall 1977
3. Average number of minutes in a teacher's scheduled reading period
4. Average estimated number of minutes a teacher spends teaching reading outside of their regularly scheduled reading period
5. Estimated per-pupil reading expenditures 1975-76
6. Estimated per-pupil reading expenditures 1976-77
7. Number of reading specialists 1976-77
8. Number of school librarians 1976-77
9. Average number of years of teaching experience as of January 1977
10. Number of requests for transfers expressed as proportion of student enrollment 1976-77
11. Average number of students per classroom teacher, Spring 1977
12. Percent of teachers aware of and sharing a school philosophy 1976-77.

A combination of three of the twelve variables studied significantly discriminated among the two groups. These three variables explained about one-third of the difference between the groups. A multiple regression study has confirmed the results of this discriminant analysis.

Schools which are smaller in size, have a lower rate of requests for transfer, and have teachers who spend more time teaching reading outside of their regularly scheduled reading period are characterized by higher than expected test scores.

There are exceptions to this generalization. Three of the sixteen schools in Group 1 -- Edison, Laurel Hill, and Washington -- had lower test scores than they should based on their size, time spent teaching reading and requests for transfer rate. The prediction equation assigned these schools to Group 2. Four of the sixteen schools in Group 2 -- Meadow Lark, Silver Lea, Willagillespie, and Eastside -- had higher test scores than they should, based on their size, time spent teaching reading, and requests for transfer rate. Other factors were apparently operating in these four schools to raise their test scores above what would be predicted using these three factors.

The generalization arrived at in this chapter is accurate for all other schools.

We do not have enough measurable data yet to offer an explanation as to why school size should make a difference. The time spent teaching reading is understandably related to effective reading instruction. Over 200 telephone calls were made to teachers to clarify their estimations of this time, and this careful measurement effort appears to have been successful despite estimation error. Why should requests for transfer rates be related to effective reading instruction? The data indicate that schools with less effective reading instruction also have a significantly greater number of parents requesting a transfer for their children.

This analysis has identified six variables which account for differences among school test scores: the three socio-economic variables and the three variables discussed in this chapter. A multiple regression analysis shows that these six variables account for 75 percent of the variation in test scores among schools. This ends the first phase of the analysis.

In summary, ~~this~~ chapter has identified a combination of three variables which significantly distinguishes schools who do better than expected on test score results from those schools who do not. This analysis will be continued in Volume Two of the committee's report. As additional data become available, new variables will be analyzed to see if they distinguish between the two groups of schools.

CHAPTER FOUR

How the District Is Administratively Organized and How this Organization Affects Reading Instruction

A. Historical Perspective

On January 21, 1974, the superintendent introduced an Administrative Reorganization Plan which was approved by the Board of Directors for implementation during the 1974-75 school year.

Prior to the adoption of the Administrative Reogranization Plan, the district was organized into a business affairs office, headed by an assistant superintendent; four regional offices, headed by a director of education, a personnel office, headed by a director, a pupil services office, headed by a director, and there were coordinators for public relations, research, A-V, library, math, language arts, science, career education, art, health, foreign language, physical education, community services, in-service, radio/TV, and communications cadre.

The major strength of this organization was the decentralization of the district and the availability of resources made accessible to smaller regional areas. The major weakness of this organizational pattern was the lack of clearly defined decision making authority and the inability to specify where the responsibility for implementing decisions lay beyond the office of the superintendent.

The Administrative Reorganization Plan stated:

> "The organizational plan for the Eugene Public Schools should clearly define where the authority for decision making and the responsibility for the consequences of those decisions are vested at all levels. It should provide for the most efficient and humane means of delivering resources...both people and materials...to the location where they can best be used to help children learn. It must value the diversity of educational

needs which exist in the community and recognize the diversity of response required to meet those needs. It must strive for a balance between the extremes of total decentralization which would mean many small autonomous decision-making units and a total decentralization which would produce a depersonalized and bureaucratic decision-making process.

"To accomplish this balance the organization must have three major divisions. These are Operations; Support Services; and Research, Development and Evaluation."

The Operations Division is responsible for the day-to-day operations of the schools. The district is divided into four regions: Churchill, North, Sheldon and South. Each of the four regions has a regional director who reports to the superintendent. Under the Reorganization Plan, the Operations Division, through the directors, is supposed to provide leadership and resources for reading instruction in the four regions.

B. District Positions Involved in the Reading Instruction

The Regional Office

Each regional office is assigned one regional director and one curriculum specialist. Each director supervises the operation of schools in their region and principals report to them. The curriculum specialist is responsible for planning, developing, and implementing curriculum with the involvement of the teaching staff and outside consultants, and for providing inservice training for the teaching staff. The curriculum specialist also reports to the regional director.

The Reading Evaluation Committee decided to ask four questions about the role of the director and curriculum specialist in providing reading instruction:

8 Does the district have expectations as to what teachers should be capable of doing when teaching reading? If so, what are they?

9 Who in the district has the responsibility for reviewing new reading programs and changing old programs?

#10 Who in the district is reviewing new reading programs and changing the old programs?

#11 Does the district have expectations as to what reading specialists should be capable of doing when teaching reading? If so, what are they?

To answer these questions, RD&E asked the four regional directors and the four curriculum specialists each question. Each person was interviewed. Their answers were typed and returned to them. People were offered an opportunity to correct and/or edit them.

The answers received were tabulated by RD&E. Would a different interviewing process have yielded different results? This question cannot be accurately answered since it refers to a past time for which no records were kept. However, the same interviewing procedure was also used in preparing the report on reading specialists, a summary of which appears later in this chapter..

#8 Does the district have expectations as to what teachers should be capable of doing when teaching reading?

Three regional directors and three curriculum specialists stated that the district has expectations though these are unwritten. One director and one specialist said that there are no teacher expectations, but rather expectations about student achievement or student outcomes. Some people interviewed mentioned more than one item. As Table IV-I shows, there is no standard or written set of expectations as to what teachers should be capable of doing when teaching reading.

Table IV-1 Expectations for Teachers

Expectations Cited by Regional Directors and Curriculum Specialists	Regional Director	Curriculum Specialist
know and use the Scope & Sequence guidelines.....	2	3
be aware of district resources, people or materials.....	2	
know program goals.....	1	
have proper attitudes toward students.....	1	
be skilled in meeting different instructional needs of students.....	1	
be aware of the role of others in the teaching of reading.....	1	
know different ways of organizing the classroom for reading.....	1	
be able to do simple diagnostic work.....	1	
use district tests, record-keeping forms, curriculum guides.....		1
work with reading specialist in diagnostic, prescriptive and developmental reading tasks.....		1

9 Who in the district has the responsibility for reviewing new reading programs and changing old programs?

As Table IV-2 shows, no one person has the responsibility; instead it is said to be shared by different people. Two regional directors and one curriculum specialist saw the responsibility in hierarchical terms with one person ultimately responsible; the other directors and specialists said responsibility is shared. All of the regional directors stated that the principals had responsibility. A wide variety of responses were received. No written plan assigning responsibility for reviewing new programs and changing old programs was shown to the evaluation department staff.

Table IV-2 Responsibility for Changing Reading Programs

Office Cited as Having Responsibility	Regional Director				Curriculum Spec.			
	CH	SO	NO	SH	CH	SO	NO	SH
Regional Director	X**	X		X	X			
Curriculum Specialist	X	X	X		X	X	X	X
Principal	X	X	X	X	X			X
Classroom teachers	X			X	X	X		X
Reading Specialists			X		X	X	X	X
Textbook committee							X	
Curriculum council			X					
Instructional materials analyst			X			X		
Regional task force				X				
RD&E	X							

CH = Churchill
SO = South
NO = North
SH = Sheldon
X** = ultimately responsible

#10 Who in the district is reviewing new reading programs and changing old programs?

As Table IV-3 shows, three of the regional directors reported that various people review and change reading programs. One director described a structure in which the principal assesses the programs and sends reports to a district-wide committee to review, then to the curriculum specialists and finally to the Reading Evaluation Committee. The curriculum specialists mentioned a wide variety of people as working on the review and change of reading programs.

Table IV-3 Persons Changing Reading Programs

List of People Cited as Doing Reviews or Changes or Reading Programs	Regional Director				Curriculum Spec.			
	CH	SO	NO	SH	CH	SO	NO	SH
Regional director					X			
Curriculum specialist	X	X	X		X	X		X
Principals	X	X	X	X				X
Classroom teachers		X		X	X	X		X
Reading specialists		X	X	X	X		X	X
Textbook committee					X			
Reading Curriculum council							X	
District committee (under instruction materials analyst)	X				X			
Reading evaluation committee	X							

CH = Churchill
SO = South
NO = North
SH = Sheldon

#11 Does the district have expectations as to what reading specialists should be capable of doing when teaching reading?

As Table IV-4 shows, a wide variety of expectations were cited. It is reasonable to infer that among the eight people interviewed there were no agreed upon expectations.

Table IV-4 Reading Specialist Qualifications

List of Expectations Cited by Regional Directors and Curriculum Specialists	Regional Director				Curriculum Spec.			
	CH	SO	NO*	SH	CH	SO	NO	SH
No job description		X						X
1972 job description-reading specialists					X		X	
diagnosis of student abilities/ problems	X		X	X		X		
prescribes remediation	X		X	X		X		
works with classroom teachers on building reading programs			X			X		
trains reading tutors/volunteers						X		
consults with parents, teachers	X							
works with individuals, groups, and staff	X							
uses Scope & Sequence	X							
works with teachers on special reading problems				X				
works with children who have severe reading problems				X				
informs staff of new reading programs and techniques				X				
assists principal in assuring organized reading program				X				

CH = Churchill
SO = South
NO = North
SH = Sheldon

* See Appendix A-2-1, Reading Specialist - Duty Assignment, North Region Reading Plan, August, 1977

Concluding Comments:

The district does not have written or agreed upon expectations as to what teachers or reading specialists should be capable of doing when teaching reading.

There is greater agreement among the people interviewed as to who has responsibility for reviewing and changing reading programs and who is reviewing and changing. However, the agreement is not uniform. Differing combinations of offices are said to share the responsibility but the method of carrying out the shared responsibility is not specified.

There is no district-wide plan for the conduct of reading instruction and no uniform or consistent agreement as to expectations, and review and change responsibilities.

The Schools

Principals

At the building level, each of the thirty-four elementary schools were administered by an elementary principal or head teacher. Each principal was directly responsible to the regional director for carrying out the school board's goals and policies within the school. In January 1977, during the time principals were completing the cost questionnaire for the Reading Evaluation Committee, they were asked "Please estimate the percentage of time you spend on planning and administration of the reading program." Table IV-5 indicates the percent of time each administrator estimated spending.

Table IV-5 Percentage of Time Spent by Principals

SCHOOL	PRINCIPAL	% OF TIME
Adams	Harry Jahnke	5
Awbrey Park	Charles Whitlock	35
Bailey Hill	Glenn Hoff	5
Coburg	Walter Burgess	40
Condon	Herman Schwartzrock	1
Crest Drive	Glendora Burbank	25-50
Dunn	Richard Hinds	5
Edgewood	Barbara Keirnes	8-10
Edison	Clifford Lind	7
Ellis Parker	Gerald Keener	5
Fox Hollow	Merrill McKern	10
Frances Willard	Clifford Broyles	5
Gilham	Edward Belknap	5
Harris	Harry Walters	5
Howard	Don Essig	5
Ida Patterson	Max Beninga	30
Laurel Hill	Deane Mellum	55-60
Lincoln	Nick Maskal	30
McCornack	Ernest Carbajal	10
Meadow Lark	John Koelling	10
River Road	Robert Smith	25
Santa Clara	Virgil Erickson	5
Silver Lea	Gordon Corner	10-15
Spring Creek	Sallie Walker	30
Stella Magladry	Gordon Quigley	25
Twin Oaks	Alfred Thiessen	30
Washington	Bill Schulke	5
Westmoreland	Tom Hochstatter	10-15
Whiteaker	David Campbell	3
Willagillespie	Mike Brott	5
Willakenzie	Margaret Johnson	10
Condon Arts	Herman Schwartzrock	1
Eastside	Clifford Lind	4
Traditional Alt.	Harry Jahnke	50

Mean 15.735
S.D. 15.189
Range 56.5

Classroom Teachers

The classroom teacher was responsible to the principal for carrying out district goals and objectives in the classroom. Teachers were generally able to organize their instruction in their own classroom to meet the needs of the students. Various classroom organizational patterns are discussed in the school descriptions in Chapter 2. Data gathered by the evaluation team indicates that a wide variety of organizational patterns were used by individual teachers and schools. Topics pertinent to classroom organization, time teachers spend teaching reading, and materials are discussed in the second report of the Reading Evaluation Committee.

Reading Specialists

Thirty of the elementary schools have reading specialists who play a significant role in the reading program. The following concluding comments describe the major findings of the reading specialist report. (The full report is contained in Appendix A.)

When the responses of the reading specialists to questions on their school's strengths, weaknesses, and effectiveness were tabulated in Table A-17, page 209, Appendix A, many schools were described as having a good staff and good management, but weak instruction and inconsistent programs. Generally the solution suggested by reading specialists was that there should be more district coordination and more time spent on instruction.

After reviewing work characteristics of reading specialists, the report further concluded that, in general, there appeared to be no district-wide coordination regarding the selection, job assignment, work activities, or work load of reading specialists. Moreover, their wide diversity of job titles, certification, endorsements, work activities, and work loads was indicative of an administratively disorganized occupational group.

In comparing Tables A-6, A-7, and A-8, in Appendix A, pp. 193, 194, 195, there was considerable agreement between what reading specialists said they did and what they thought they should be doing. The four role functions identified in each table as the four most frequent responses were essentially identical. The one exception was "coordinate total school

reading program." Eighteen reading specialists stated that they should be doing this, but only nine indicated that they were.

Though commonalities in role were identified, so was diversity in role functions. In Table A-6, seventeen functions were indicated of which thirteen were shared by less than one-half of the specialists. A lack of communication among reading specialists was a probable explanation for reading specialists either not knowing or being vague about how the work they did was similar to the work done by other specialists.

On the one hand, under the staffing policy of the district in 1976-77, individual reading specialists were responsible to the school's principal and teachers; and, on the other hand, this accountability mechanism was only partially adequate. Requiring reading specialists to be accountable to principals and staff did not provide for the necessity to coordinate the work of the twenty-six reading specialists. These twenty-six people carried much of the day-to-day responsibility for planning the reading instruction provided to the district's 9,200 elementary children and reading specialists perceived that existing accountability mechanisms did not establish the coordination that is needed in their work. A majority of reading specialists indicated that they wish to receive more direction from the district in the form of district coordination or some kind of coordinator to provide a continuity in their work.

The four regional offices provided some coordination within regions; however, a review of the regional office activities indicates that there was no agreed upon policy regarding the coordination of reading specialists. The regional offices were not required to have a common policy and the activities of the regional offices had not resulted in such a policy.

Some central clarification is needed. An example of this need was the problem of whether or not reading specialists should be responsible for coordinating the schools' reading instruction. Two-thirds of the specialists said they should be responsible and one-third indicated they were. In the spring of 1977, the North Region decided that its reading specialists would be responsible for coordinating their school's reading instruction; however, the other three regions did not have such a policy. There is no single office in the district which has the responsibility for deciding this question.

In conclusion, reading specialists as a group were partially adrift in the organizational structure. They did not receive the central direction necessary to identify and resolve all important decisions about what work they should have done. This is a weakness in the manner in which the district provides reading instruction and administrative action is needed to correct it.

Media Specialists

In 1976-77, thirty-two of the elementary schools had media specialists who were responsible for the school's library and media equipment. The role of the media specialist in the elementary reading program is described in the media specialists' report. The full report is contained in Appendix B. The following comments present the main conclusion of the report.

Media specialists, as a group, had a broad variety of certificates and endorsements. The variety of certificates and endorsements and legal requirements for media specialist employment were complex. The complexity resulted in a situation where two of the twenty-two people employed last year were not certified for their employment. As recorded in the district's Personnel Office files, they held teaching but not media endorsements.

Six schools did not have a media specialist assigned to them. State Department of Education Administrative Regulations 581-22-268, require that "staff shall be assigned consistent with certification rules." This is a vaguely worded regulation. These six schools were in arguable non-compliance with this regulation.

A review of Tables B-4, B-7, B-8, on pages 239, 244, and 245 of Appendix B, shows that media specialists were not assigned in a manner consistent with the size of the school. Consequently, people working in this job category had disproportionate work loads and responsibilities. It is reasonable to infer that there was no uniform or consistent work performance done by media specialists at the various schools.

The thirty-two schools on the average had approximately .5 of a media specialist assigned to them.

Media specialists perceived themselves as providing reading instruction. Almost all reported teaching skills that the school staff was required to teach as part of the district's Reading Scope and Sequence. Approximately eight skills in the Reading Scope and Sequence are taught primarily by media specialists. It is reasonable to hypothesize that these skills were probably not taught as well at those schools which did not have a media specialist.

Four questions were asked about the integration of media specialists and libraries with their school's reading instruction. From the answers to these questions, it was reasonable to infer that in 1976-77, approximately half of the elementary schools were administered in a manner which integrated the media specialist and library resources into the school's reading instruction. Conversely stated, approximately half of the elementary schools were administered in such a manner that the school's media specialist and library resources were not integrated into the school's reading instruction.

A review of all data in this study supplemented by conversations with media specialists suggested the following general comments. Media specialists, as a social role, are subjected to contradictory cross-pressures. On the one hand, they are highly trained people, qualified to teach and trained to administer multi-media libraries. For example, twenty of the twenty-two specialists had master's degrees and almost all taught study skills in the district's Scope and Sequence to regularly scheduled classes. On the other hand, these people are not especially integrated into their school's reading instruction, frequently lack control over the scheduling of activities in the libraries they are responsible for and are used in back-to-back programs by teachers as a way of reducing the class loads of classroom teachers. Thus, there is a contradiction between the training and standards of media specialists and the actual work conditions they operate within. These contradictions were compounded by the part-time status of some media specialists because it is difficult for part-time people to participate in staff meetings and school planning.

Chapter Five

The Cost of Reading Instruction

The Reading Evaluation Committee asked RD&E to answer the following four questions about the cost of reading instruction:

Question #12 Determine the amount of money and kind of equipment resources used by schools to support their reading program for 1975-76 and 1976-77 school years.

Question #13 Describe the factors affecting the amount of money that a school receives from the district in those accounts that the school used to support its reading program

Question #14 What amount of money does the district receive from Title I and how much of this money is used to support the reading programs of Title I schools?

Question #15 What amount of money does the district receive from the State of Oregon and how much of this money is used to support the reading programs of the district?

A. Description of Methodology - Difficulty of Defining Reading

It was difficult for RD&E to obtain agreement among district staff as to what set of behaviors constitute reading instruction. Any single number representing the cost of reading instruction will be perceived as arbitrary by some staff. RD&E is therefore going to present a minimum and a maximum cost estimate. The minimum will include regional directors costs for reading instruction, principals estimates of non-equipment costs, and personnel costs. Estimated personnel costs for teachers are based on the reported daily number of minutes spent during their regularly scheduled reading period. The maximum will include everything the minimum includes with the addition of personnel cost estimates of the amount of time teachers report teaching reading outside of their regularly scheduled reading periods and non-district funds.

Questionnaires were sent to all principals and regional directors specifically asking these offices to itemize and estimate the amount of money spent supporting reading instruction. All teachers who taught a regularly scheduled reading class were asked to estimate the amount of time spent teaching reading both during and outside of the regularly scheduled period. Approximately 200 telephone calls were made to teachers to clarify the estimates reported in the questionnaire. An account-by-account review of Business Office procedures used to allocate money to elementary schools was conducted and is also reported on in this chapter.

B. Regional Office Costs

Table V-1 presents total dollar figures for district and federal funds for the 1975-76 and 1976-77 school years. Table V-2 presents per capita expenditures for the same years for district funds. The enrollment data used for the 1975-76 school year is an average of September and January enrollments. It is used because the Business Office used this composite in the 1975-76 school year for allocating funds.

The four reporting forms used by the regional directors in reporting their expenses are shown as Tables V-3, V-4, V-5 and V-6.

Table V-2 shows that the four regional offices estimate spending approximately $31,500 in district money on reading in 1975-76, and $37,750 in 1976-77. An additional $86,546 was received from state or federal funds and spent through these offices.

TABLE V-1

Amount of District and State-Federal Funds Reported Spent on Reading Instruction by Regional Director's Offices During 1975-76 and 1976-77

REGION	Funds Spent on Reading (1975-76)		Funds Spent on Reading (1976-77)		Totals for Two Years	
	Funds from District	Funds from State or Federal Sources	Funds from District	Funds from State or Federal Sources	Total of District Funds	Total of State or Federal Funds
CHURCHILL	$ 5,617.90	$21,994.30	$ 7,477.10	---	$13,065.00	$ 21,994.30
SHELDON	7,522.15	17,163.00	9,316.55	$ 3,021.48	16,838.70	20,184.48
SOUTH	7,319.97	24,828.19	13,017.15	---	20,337.12	24,828.19
NORTH	11,009.65	1,411.85	7,965.40	18,128.04	18,975.05	19,539.89
TOTAL	$31,469.67	$65,397.34	$37,746.20	$21,149.52	$69,215.87	$ 86,546.86
					GRAND TOTAL	$155,762.73

TABLE V-2

Enrollment, District Expenditures and Per Student Expenditures
Reported by Regional Director's Offices During 1975-76 and 1976-77

REGION	Enrollment[1]	1975-76 District Expenditures	Per Student Expenditures	Enrollment[2]	1976-77 District Expenditures	Per Student Expenditures
CHURCHILL.....	2155	$ 5,617.90	$2.61	2220	$ 7,447.10	$3.35
SHELDON.....	1804.5	7,522.15	4.17	1785	9,316.55	5.22
SOUTH.....	2615.5	7,319.97	2.80	2579	13,017.15	5.05
NORTH.....	2713.5	11,009.65	4.06	2614	7,965.40	3.05
TOTAL.....	9288.5	$31,469.67	$3.39	9198	$37,746.20	$4.10

[1] Based on average enrollments using September 30, 1975, and January 30, 1976, enrollments for 1st through 6th grades

[2] Based on September 30, 1976, enrollment for 1st through 6th grades

Table V-3

Reading Report Study--Estimated Cost

Churchill Regional Director's Office

ITEM	1975-76	1976-77
DISTAR	$ 140.00	$
ECRI Session I	980.00	
Reading Scope and Sequence	574.00	349.50
ECRI Mastery Tests--Ginn	1,189.50	
Audrey Brune's Reading Workshop	200.00	
Bailey Hill Reading	2,534.40	
ECRI Session I and II		2,120.00
Summer Workshop in Beginning Reading Skills (District)		355.00
McCornack Reading Program		1,121.00
ECRI Mastery Tests, Houghton Mifflin		1,858.30
ECRI Follow-up		104.00
Reading Evaluation		419.40
Reading in Content		1,119.90
Title X Remedial Reading Summer School in all eight primary schools (gross salaries)	21,994.38	
TOTAL	$ 5,617.90 (Dist.) 21,994.30 (Title)	$7,447.10

Table V-4

Reading Report Study--Estimated Cost

North Regional Director's Office

ITEM	1975-76	1976-77
Reading Workshops		
DISTAR	$ 700.00	$ 353.30
Learning Disabilities	630.00	470.00
Newspaper in Classroom	175.00	
Reading Record Card	122.50	
Devel. of Reading Scope & Sequence/ Tests	2,515.69	1,250.01
Diagnostic/Prescriptive	280.00	
Direct Instruction	1,275.00	
Awbrey Park Reading Plan	2,498.70	
Individualized Service	500.00	560.00
Reading--Silver Lea	210.00	
Reading Comprehension		652.40
Back to Basics/Reading		60.00
Right to Read		280.00
ECRI		80.00
Spring Creek Reading Plan		278.56
Workshops Including Reading Instruction Planning		
Elementary Schools	1,752.76	2,911.13
Consultant Services	100.00	
Regional Allocation (supplies, equipment, postage, etc.)	250.00	1,070.00
Title II	1,411.85	
Title IV, Part B		1,173.45
Title X (Salaries)		16,954.59
TOTAL	$11,009.65 (Dist.) 1,411.85 (Title)	$ 7,965.40 18,128.04

Table V-5

Reading Report Study--Estimated Cost

Sheldon Regional Director's Office

ITEM	1975-76	1976-77
Professional Leave Days	$ 998.00	$ 912.00
Coburg Elementary School	886.00	1.171.00
Gilham Elementary School		152.00
Washington Elem. Alt. School	200.00	
Willakenzie Resource Center	1,000.00	400.00
Willakenzie Staff	200.00	
H.E.E.L.D. Inservice		320.00
Reading Workshop	776.00	
Scope and Sequence	1,337.00	154.00
DISTAR Workshops	227.00	
Newspaper in the Classroom	72.00	
Reading Task Force		209.60
Engelmann-Becker Corrective Reading		78.50
Burdett/Fox April Workshop		120.00
Regional Reading Committee		15.75
Summer Workshops		
Curriculum Goals Review		66.00
Kindergarten		108.00
Reading in Content Areas		2,262.00
Burdett/Fox		1,334.06
Sheldon Region Kindergarten		78.20
Willakenzie Learning Resource		234.88
Willagillespie Curriculum Planning		453.98
District Review Committee		108.33
District Reading Teachers		230.25
Regional Reading		57.00
Reading Goals and Objectives	127.65	
Title X Summer Program $17,163.00 paid by I.E.D. from Federal Grant Money 1975-76		
Title VI Summer Reading Program		3,021.48
Reading Clinicians		
Postage		6.00
Supplies	250.00	270.00
Audio-Visual Aids	196.00	
Travel	792.50	533.00
New Equipment	460.00	42.00
TOTAL	$ 7,522.15 (Dist.) 17,163.00 (Title)	$9,316.55 (Dist.) 3,021.48 (Title)

Table V-6

Reading Report Study--Estimated Cost

South Regional Director's Office

ITEM	1975-76	1976-77
Inservice:		
Reading Workshops:		
Reading Testing Project	$ 710.00	
ECRI	287.40	
DISTAR	70.00	$ 561.28
Edison: Training volunteers to work with children with reading difficulty		
Harris		355.19
Parker (Manzanita Program)		100.00
Record-keeping		2,254.56
Reading Skills Inventory	949.40	480.00
Learning Disabilities		840.00
Right to Read		360.00
Reading and Writing in the Content Areas		1,879.00
Reading Conferences:		
ACLD	37.50	
Learning Disabilities	35.00	
Nat'l. Assoc. of Reading Teachers	937.65	417.00
Workshops Including Reading Instruction Planning:		
Elementary Schools	2,565.40	4,466.94
Development of Scope and Sequence	632.58	150.08
Reading Materials Purchased	762.54	780.00
Competency Studies		372.80
Title II (print and AV)	3,125.00	
Title IV, Part B (print)	1,085.43	
Title X, Salaries	20,617.76	
TOTAL	$ 7,319.97 (Dist.) 24,828.19 (Title)	$13,017.15

C. School Supply and Equipment Costs

The reading Evaluation Committee requested RD&E to provide a description of "the factors affecting the amount of money that a school receives from the district in those accounts that the school used to support the reading program." The committee stated that this description should cover expenditures and accounts in the 1975-76 and 1976-77 fiscal years.

This description has two sections. The first section is called Review of Accounts. The second section is called Review of Tables and contains six tables. The first three tables report data for the 1975-76 school year and the second three for the 1976-77 school year.

In order to do this, the evaluation department first sent out a questionnaire to all elementary school principals requesting them to estimate the amounts spent to support their reading program for the 1975-76 and 1976-77 fiscal years.

Review of Accounts

In 1976-77, the school district converted its chart of accounts to the state mandated Handbook II system and all account numbers were changed. Principals reported one list of accounts to RD&E for 1975-76 amounts and another list for the 1976-77 amounts. In order to compare amounts spent in 1975-76 to amounts spent in 1976-77, RD&E drew up a crosswalk table for all account numbers mentioned by principals. This crosswalk table states which accounts are comparable and how the comparison should be made.

Sixteen accounts were mentioned as being used by principals for 1975-76 reading expenditures and twenty accounts were cited for 1976-77 expenditures. This section reports on only the most frequently mentioned accounts. For 1975-76, ten or more principals reported using accounts 221.10, 221.80, 226.00, 227.11, 227.20, 227.31 and 1278.10. For 1976-77, ten or more principals reported using accounts 1110-410, 1110-421, 2212-410, 2222-431, 2222-440, 2223-410 and 2223-541.

1975-76			1976-77
221.10	(General Supplies)	←	1110-410 (Elementary/Supplies)
221.80	Tests/Testing Materials)	←	2122-410 (Counseling/Supplies)
226.00	(Textbooks)	↔	1110-421 (Elementary/Textbooks)
227.11	(Library Books)	↔	2222-431 (School Library/Library Books)
227.20	(Periodicals, Library & Instruction)	↔	2222-440 (School Library/ Periodicals)
227.31	(Audio-Visual Aids)	→	2223-410 (Audio-Visual/Supplies)

FIG. V-1—Crosswalk table for the twelve most frequently cited accounts in 1975-76 and 1976-77 school years

The crosswalk table contains two columns. In the column on the left are listed account numbers for the 1975-76 school year and in the column on the right are listed account numbers for the 1976-77 school year. An arrow between two account numbers represents a relation between the two account numbers. The direction of the arrow represents how they are related.

For example, the arrow from the 1976-77 account number 1110-410 to the 1975-76 account number 221.10 shows that all item costs listed under account number 1110-410 in the 1976-77 school year would also have been listed in the 1975-76 account number 221.10. This does not mean all item costs listed under account number 221.10 would have also been listed under account 1110-410. If this situation were to occur, it would be listed as a double arrow, as it is for account numbers 226.00 and 1110-421.

If an account number does not have an arrow either coming to it or going from it, then that account is related to an account not listed in this figure. In the 1976-77 fiscal year, the principals listed item costs of testing materials under the account number 2122-410 (Counseling/ Supplies). Under the 1975-76 budgeting system, these item costs were listed under account number 221.80. However, strict inclusion should not be inferred and therefore this relation is represented by a line without

an arrow between the two accounts.

The six most frequently cited accounts for 1975-76 represent six kinds of expenditures. Below, we list these kinds from 1 to 6 and discuss each in turn. Each discussion identifies the formula or process used to allocate money to elementary schools in 1975-76 and 1976-77 and compares the funding levels of the two years. All figures for the 1975-76 are taken from the auditor's final report of December 10, 1976. All figures for the 1976-77 accounts represent the amounts appropriated in those frequently mentioned accounts as of November 16, 1976. This is a comparison of expenditures to appropriations. Money spent on kindergarten programs has been eliminated from this analysis wherever possible.

1. General Supplies

In 1975-76, the Business Office used a per-pupil allotment of $13.78 to allocate general supply money to schools. This money was allocated in account 221.10 (General Supplies) and $128,495 was spent from 221.10 in 1975-76. The per-pupil allotment was increased 10 percent in 1976-77 to $15.16 per student.

Because of the conversion to the new program budgeting system in 1976-77, principals had the option of where to place their school's supply allotment. The total elementary supply money allotted for 1976-77 was $140,305. Principals placed 80 percent in account 1110-410. The remaining 11 percent was placed in seven other supply and postage accounts.

2. Tests and Testing Materials

In 1975-76, the Business Office used a per-pupil allotment of $ .47 to allocate money to elementary schools for tests and testing materials. This money was appropriated in account 221.80 (Tests and Testing Materials) and $4,365 was expended from this account in 1975-76. The per-pupil allotment was increased 11 percent to $ .52, and the allotment was appropriated in account 2122-410 (Counseling/Supplies). Principals, when they budgeted in November 1975 for the 1976-77 school year, placed approximately 1 percent of the money allotted from their supply allotment into 2122-410. This brought the total amount of money appropriated in 2122-410 by elementary principals to $6,988 as of November 16, 1976.

3. Elementary Textbooks

In 1975-76, the Business Office used a per-pupil allotment of $9.66 to allocate money to elementary schools for textbook purchasing. This money was appropriated in account 226.00 (Textbooks), and $90,176 was spent from this account in 1975-76. The per-pupil allotment was increased 10 percent to $10.63 and $97,364 was appropriated in account 1110-421 (Elementary/Textbooks) for 1976-77.

4. Library Books

In 1975-76, the Business Office used a per-pupil allotment of $2.50 to allocate money to elementary schools for the purchase of library books. This money was appropriated in account 227.11 (Library Books) and $23,671 was spent from this account in 1975-76. The per-pupil allotment was increased 10 percent to $2.75 and $25,451 was appropriated in account 2222-431 (School/Library Books).

5. Periodicals and Magazines

For 1975-76, the Business Office used the 1966 State Standards to allocate money to elementary schools for the purchase of magazines and periodicals. The standards required eight magazines for each elementary school plus six magazines for each 100 students in each school, with a minimum expenditure of $160. This money was appropriated in account 227.20 (Periodicals, Library and Instruction) and $7,917 was spent from this account in 1975-76. This level of funding was arrived at by taking the amount for 1974-75 and adding 15 percent. For the 1976-77 school year, a per-pupil allotment of $ .80 was established and $10,623 was appropriated in account 2222-440 (School Library/Periodicals). The $10,623 is approximately 36 percent greater than $7,917.

6. Audio-Visual Aids

In 1975-76, the Business Office used a per-pupil allotment of $1.16 to allocate money to elementary schools for the rental of films and purchasing of filmstrips, raw tape supplies, overhead

projector supplies and other small audio-visual supplies. This money was allocated in account 227.31 (Audio-Visual Aids), as Table V-7 shows, and $17,614 was spent from this account in 1975-76.

The per-pupil allotment was increased 25 percent in 1976-77 to $1.46 and $19,140 was allocated in account 2223-410 (Audio-Visual/Supplies). Account 2223-410 includes money from two sources. Two-thirds of the money appropriated in that account is attributable to the $1.46 per-pupil allotment. Because of inflation in the cost of audio-visual aids, the Business Office, in its November 19, 1976 budget instructions, told elementary schools that an additional $255 would be appropriated for audio-visual aids in 1976-77 and 1977-78. Principals were required to submit an itemized list of possible uses for the $255. The total sum of these inflation offsets was approximately two-thirds of the amount appropriated in account 2223-410.

The description of the factors cited above would be incomplete without mentioning the changes made for 1977-78 in these budgeting procedures.

Changes in Budgeting Procedures for 1977-78

On May 21, 1976, a nine-member Committee on Instructional Materials and Equipment Allocation began a review of the methods used to allocate instructional supplies and equipment, amounts allocated, and the equity and adequacy of the allocation. On November 1, 1976, the committee recommended: 1) all supply allocations be made in a lump sum so that principal and staff may budget the money where needed; 2) the supply and equipment allotments should be increased by 5 percent to bring the elementary per-pupil allotments up to a more equitable level with the junior and senior high allotments; 3) the 5 percent increases should be made for three consecutive years; and 4) 2 percent of the 5 percent allotment increases should be new money and 3 percent should come from other budget areas.

These recommendations were accepted by the superintendent on November 4, 1976, with the modification that the 5 percent increase in the elementary per-pupil allotment will come from reducing the recommended increase in the equipment budget from 20 to 15 percent.

These recommendations will increase the budgetary discretion allowed principals and staff, and provide more money to elementary schools.

Review of Tables

This section presents six tables. The first three tables present data for the 1975-76 fiscal year and the second three tables for the 1976-77 fiscal year.

The 1975-76 tables present data for eleven major accounts. Two totals are given in each table: a non-equipment total, which is the sum of accounts 221.10, 221.80, 226.00, 227.11 227.13, 227.20, 227.31 and 227.32; and an equipment total, which is the sum of accounts 735.00, 1277.00 and 1278.10. There was a wide variation in how principals described equipment expenditures for reading instruction. These variations made interpretation of per-student allocation in Table V-9 difficult.

The 1976-77 tables present data for fifteen major accounts. Again, an equipment and non-equipment total are given. The equipment total is the sum of accounts 1110-541, 2223-541, 2223-542, 2411-541, 2536-541, 2544-321 and 2544-322. The non-equipment total is the sum of the remaining eight accounts.

These tables report only data for major accounts. Each table reports the mean and standard deviation for each account. As noted above, the Business Office used per-pupil allocations to appropriate money to schools. These appropriations may be based solely on per-pupil allocations or on a per-pupil allocation in conjunction with a fixed sum.

Additional comments about individual tables are contained below.

1. Table V-7

The amounts allocated in each of these accounts were determined by multiplying the school's average enrollment between September and January times the per-pupil amount allocated for each account. Amounts vary according to the size of schools and in accordance with State Standards in the case of library books and periodicals. As Table V-7 shows, for 1975-76, approximately $400,000 was allocated to the schools in this study, of which $282,000 was for non-equipment accounts.

TABLE V-7

Amount Allocated for 11 Major Accounts
(4-J Elementary Schools - 1975-76)

School	General Supplies 221.10	Tests 221.80	Textbooks 226.00	Library Books 227.11	Reference Books 227.13	Period-icals 227.20	A.V. Aids 227.31	Maps Charts 227.32	Equipment Replacement 735	Bldg. Al-terations 1277	Equipment 1278.10	Total	Non Equipment Total
Adams	3,320.98	113.27	2,328.06	602.50	145.00	187.00	547.53	183.00	0.00	655.00	1,665.00	9,747.34	7,427.34
Awbrey Park	8,281.78	282.47	5,805.66	1,502.50	349.00	367.00	1,027.33	215.00	980.00	2,290.00	2,773.00	23,873.74	17,830.74
Bailey Hill	4,309.22	164.03	3,371.34	872.50	76.00	232.00	689.17	148.00	0.00	574.00	2,054.00	12,990.26	10,362.26
Coburg	2,460.40	84.60	1,738.80	450.00	114.00	187.00	469.45	0.00	136.50	415.00	1,155.00	7,230.75	5,524.25
Condon	1,529.58	52.17	1,072.26	277.50	70.00	175.00	147.63	177.00	2,564.00	1,000.00	2,576.00	9,641.14	3,501.14
Crest Drive	3,128.06	106.69	2,192.82	567.50	133.00	187.00	533.91	385.00	0.00	1,375.00	1,706.00	10,314.98	7,233.98
Dunn	3,272.75	111.63	2,294.25	593.15	133.00	187.00	525.88	10.00	150.00	2,800.00	560.00	10,637.66	7,127.66
Edgewood	5,580.90	190.35	3,912.30	1,012.50	196.00	232.00	796.65	272.00	0.00	1,300.00	2,238.00	15,730.70	12,192.70
Edison	2,080.76	70.97	1,458.66	377.50	89.00	187.00	482.83	100.00	310.00	2,910.00	1,827.00	9,893.72	4,846.72
E. Parker	3,548.35	121.02	2,487.45	643.75	99.00	287.00	452.47	7.00	0.00	0.00	2,977.00	10,623.04	7,646.04
Fox Hollow	2,673.32	91.18	1,874.00	485.00	120.00	187.00	488.00	243.00	0.00	1,885.00	2,208.00	10,254.50	6,161.50
F. Willard	4,051.32	138.18	2,840.04	735.00	183.00	242.00	621.02	0.00	50.00	2,816.00	2,337.00	14,013.56	8,810.56
Gilham	4,306.25	146.88	3,018.75	781.25	206.00	232.00	635.63	116.00	0.00	249.00	1,993.00	11,684.76	9,442.76
Harris	3,045.36	103.87	2,134.86	552.80	122.00	197.00	523.93	0.00	480.00	1,700.00	1,030.00	9,889.84	6,679.84
Howard	6,207.89	211.73	4,351.83	1,126.25	283.00	322.00	829.16	120.00	418.00	725.00	4,261.00	19,855.86	13,451.86
I. Patterson	3,217.63	109.75	2,255.61	583.75	136.00	187.00	540.56	243.00	527.00	0.00	1,587.00	9,387.30	7,273.30
Laurel Hill	1,495.13	50.99	1,048.11	271.25	72.00	175.00	374.30	120.00	0.00	860.00	858.00	5,324.79	3,606.78
Lincoln	2,411.50	82.25	1,690.50	437.50	103.00	197.00	462.75	102.00	0.00	1,740.00	2,274.00	9,500.50	5,486.50
McCornack	4,671.42	159.33	3,274.74	847.50	162.00	232.00	682.87	363.00	0.00	500.00	2,588.00	13,480.86	10,392.86
Meadow Lark	5,064.15	172.73	3,550.05	918.75	0.00	277.00	718.78	97.00	0.00	565.00	2,583.00	13,946.46	10,798.46
River Road	5,629.13	191.99	4,396.11	1,021.25	217.00	227.00	58.52	294.00	0.00	3,000.00	106.00	15,141.00	12,035.00
Santa Clara	5,512.00	189.00	3,864.00	1,000.00	226.00	277.00	762.00	188.00	675.00	2,070.00	2,185.00	16,947.00	12,017.00
Silver Lea	5,291.52	180.48	3,709.44	960.00	168.00	277.00	707.72	0.00	713.97	2,806.00	2,654.00	17,468.13	11,294.16
Spring Creek	6,469.71	220.67	4,535.37	1,173.75	283.00	624.43	38.57	429.00	585.00	1,497.00	3,202.00	19,058.50	13,774.50
S. Maglcdry	1,970.34	67.21	1,381.38	357.50	202.00	420.00	331.00	135.00	0.00	2,580.00	1,749.00	9,193.43	4,864.43
Twin Oaks	3,148.73	107.39	2,207.31	571.25	134.00	187.00	528.91	0.00	0.00	400.00	1,389.00	8,673.59	6,884.59
Washington	5,670.47	193.41	3,975.09	1,028.75	175.00	277.00	777.30	191.00	0.00	1,045.00	2,527.00	15,860.02	12,298.02
Westmoreland	5,429.32	185.18	3,806.04	985.00	220.00	277.00	754.02	288.00	1,315.00	793.00	1,875.00	15,927.56	11,944.56
Whiteaker	2,494.18	85.07	1,748.46	452.50	126.00	187.00	469.00	0.00	30.00	500.00	2,899.00	8,991.21	5,562.21
Willagillespie	3,755.05	128.07	2,632.35	881.25	164.00	232.00	554.43	135.00	2,971.00	1,050.00	937.00	13,440.15	8,482.15
Willakenzie	3,589.69	122.44	2,516.43	901.25	174.00	242.00	562.46	79.00	2,625.00	1,830.00	2,314.00	14,956.27	8,187.27
Condon Arts	2,332.74	62.51	1,284.78	332.50	70.00	187.00	176.09	0.00	0.00	0.00	0.00	4,446.42	4,446.42
Eastside	2,025.66	69.09	1,420.02	367.50	88.00	27.00	344.00	69.00	54.00	665.00	1,396.00	6,525.27	4,410.27
Traditional... Alter.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	128,495.31	4,365.60	90,176.87	23,670.95	5,038.00	7,917.43	17,614.47	4,709.00	14,584.47	42,595.00	64,483.00	403,650.30	281,987.83
Mean	3,893.796	132.291	2,732.632	717.301	157.437	239.922	533.778	181.115	857.910	1,419.833	2,015.094	12,231.827	8,545.086
Standard Dev.	1,633.247	56.291	1,174.395	302.598	67.353	96.533	221.160	109.008	955.348	889.853	842.962	4,297.592	3,440.382

2. Table V-8

Principals estimated how much of each account's allocation was spent for reading instruction. For each account, the decision had to be made on what portion of the funds went directly to reading instruction. In the General Supply account (221.10), estimates had to be made on the amount of such items as paper, dittoes, workbooks, paper clips, pencils, etc., which were used for reading instruction. The principal had to use a calculated guess as to how much of the total 1975-76 allocation was used for reading instruction. The textbook account (226.00) was easier to determine from requisitions listing the titles of textbooks. Principals were asked not to list monies expended for library books unless those books were for direct instruction in the reading program. The same criterion applied to the reference and periodical accounts.

Principals estimated for 1975-76 that approximately $91,000 of the $282,000 non-equipment money went to support their school's reading instruction. On the average, a school spent about $2,800.

3. Table V-9

Table V-9 represents the per-pupil amount for each school determined by dividing the amount estimated for reading instruction by the school average enrollment for the months between September and January.

For 1975-76, the mean average per-pupil reported expenditure for non-equipment accounts was approximately $10.00. The lowest was $3.95 for Lincoln and the highest was $18.74 for Harris. The reported per-pupil allotments for reading thus vary considerably more than do the allocated per-pupil allotments reported in Table V-9. For example, the principal at Harris reported spending 4.75 times as much as the Lincoln principal reported.

TABLE V-A

Estimated Reading Expenditures for 11 Major Accounts
(4-J Elementary Schools - 1975-76)

School	General Supplies 221.10	Tests 221.80	Textbooks 226.00	Library Books 227.11	Reference Books 227.13	Period-icals 227.20	A.V. Aids 227.31	Maps Charts 227.32	Equipment Replacement 735	Bldg. Al-terations 1277	Equipment 1278.10	Total	Non Equipment Total
Adams.....	1,201.65	60.60	1,842.86	540.00	145.00	187.00	301.56	169.78	0.00	0.00	551.25	4,999.70	4,448.45
Awbrey Park...	929.53	174.20	4,057.32	1,502.50	349.00	367.00	343.30	214.50	450.00	0.00	127.50	8,514.85	7,937.35
Bailey Hill...	1,104.41	69.48	1,807.18	0.00	0.00	0.00	184.94	0.00	0.00	0.00	229.25	3,395.26	3,166.01
Coburg.....	744.68	85.54	805.08	0.00	0.00	0.00	255.00	0.00	0.00	0.00	0.00	1,890.30	1,890.30
Condon.....	150.00	40.00	857.00	194.25	0.00	50.00	50.00	0.00	0.00	0.00	0.00	1,341.25	1,341.25
Crest Drive...	1,335.80	71.38	1,109.69	567.50	133.00	187.00	232.10	385.00	0.00	260.00	575.00	4,856.47	4,021.47
Dunn.....	162.00	60.00	1,460.00	100.00	10.90	30.00	70.00	0.00	0.00	50.00	0.00	1,942.90	1,692.90
Edgewood.....	1,639.00	61.15	1,989.19	100.00	10.00	23.00	10.00	0.00	0.00	0.00	0.00	3,832.34	3,832.34
Edison.....	220.57	5.75	1,066.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,292.88	1,292.88
E. Parker.....	760.24	112.03	1,831.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	220.47	2,923.80	2,703.33
Fox Hollow....	320.65	43.48	799.35	0.00	0.00	0.00	8.50	198.60	0.00	0.00	177.50	1,627.08	1,449.58
F. Willard....	600.00	0.00	1,790.17	0.00	0.00	255.00	0.00	0.00	0.00	0.00	0.00	2,645.17	2,645.17
Gilham.....	1,050.00	120.00	1,456.00	0.00	0.00	0.00	12.00	0.00	0.00	0.00	0.00	2,638.00	2,638.00
Harris.....	1,353.00	30.00	2,492.00	17.70	0.00	0.00	249.00	0.00	0.00	100.00	0.00	4,241.70	4,141.70
Howard.....	1,167.74	150.00	1,348.97	0.00	19.95	0.00	162.50	0.00	0.00	0.00	0.00	2,849.16	2,849.16
I. Patterson..	802.59	22.56	1,293.82	0.00	37.50	0.00	138.00	0.00	0.00	0.00	150.00	2,444.47	2,294.47
Laurel Hill...	401.70	6.40	732.46	250.00	60.00	175.00	0.00	0.00	0.00	0.00	0.00	1,625.56	1,625.56
Lincoln.....	291.00	63.00	337.00	0.00	0.00	0.00	0.00	0.00	70.00	0.00	0.00	761.00	691.00
McCornack.....	1,895.32	92.17	1,800.12	100.00	0.00	0.00	140.00	0.00	0.00	500.00	10.72	4,538.33	4,027.61
Meadow Lark...	1,874.00	89.64	1,677.50	0.00	0.00	0.00	55.00	0.00	0.00	0.00	0.00	3,696.14	3,696.14
River Road....	2,313.10	0.00	406.63	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,719.73	2,719.73
Santa Clara...	2,681.86	72.21	2,429.21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	250.00	5,433.30	5,183.30
Silver Lea....	395.85	35.53	1,866.41	0.00	0.00	0.00	172.65	7.50	0.00	0.00	16.98	2,484.92	2,467.94
Spring Creek..	22.23	0.00	3,723.84	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,746.07	3,746.07
S. Magladry...	429.30	42.00	724.75	89.38	0.00	125.00	82.75	33.75	0.00	200.00	0.00	1,726.93	1,526.93
Twin Oaks.....	442.68	79.12	634.47	21.44	0.00	0.00	0.00	0.00	0.00	0.00	167.50	1,345.21	1,177.71
Washington....	208.00	46.00	1,782.00	0.00	0.00	0.00	0.00	0.00	0.00	75.00	0.00	2,111.00	2,036.00
Westmoreland..	2,249.07	79.15	3,108.79	0.00	0.00	0.00	31.05	0.00	465.00	0.00	0.00	5,933.06	5,468.06
Whiteaker.....	1,500.00	0.00	1,100.00	125.00	0.00	0.00	0.00	0.00	0.00	0.00	350.00	3,075.00	2,725.00
Willagillespie	883.24	75.16	1,206.92	0.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00	2,215.32	2,215.32
Willakenzie...	76.71	121.50	1,546.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,744.61	1,744.61
Condon Arts...	116.00	56.00	610.40	266.00	0.00	80.00	0.00	0.00	0.00	0.00	0.00	1,128.40	1,128.40
Eastside.....	36.13	0.00	545.73	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	581.86	581.86
Traditional... Alternative	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total.....29	348.05	1,964.05	50,238.90	3,837.77	765.35	1,479.00	2,627.35	1,009.13	985.00	1,185.00	2,926.17	96,301.77	91,305.60
Mean.....	889.335	70.145	1,522.391	297.982	95.669	147.900	147.909	138.282	168.188	328.333	197.500	2,918.235	2,775.109
Standard Dev..	731 152	39.526	885.978	402.308	115.231	109.284	109.284	101.125	137.094	233.849	168.337	1,699.239	1,564.204

TABLE V-9

Per Student Reading Expenditures for 11 Major Accounts

(4-J Elementary Schools - 1975-76)

School	General Supplies 221.10	Tests 221.80	Textbooks 226.00	Library Books 227.11	Reference Books 227.13	Period-icals 227.20	A.V. Aids 227.31	Maps Charts 227.32	Equipment Replacement 735.00	Bldg. Al-teration 1277	Equipment 1278.10	Total	Non Equipment Total
Adams	4.99	0.25	7.65	2.24	0.60	0.78	1.25	0.70	0.00	0.00	2.29	20.75	18.46
Awbrey Park	1.55	0.29	6.75	2.50	0.58	0.61	0.57	0.36	0.75	0.00	0.21	14.17	13.21
Bailey Hill	3.16	0.20	5.18	0.00	0.00	0.00	0.53	0.00	0.00	0.00	0.66	9.73	9.07
Coburg	4.14	0.48	4.47	0.00	0.00	0.00	1.42	0.00	0.00	0.00	0.00	10.50	10.50
Condon	1.35	0.36	7.72	1.75	0.00	0.45	0.45	0.00	0.00	0.00	0.00	12.08	12.08
Crest Drive	5.88	0.31	4.89	2.50	0.59	0.82	1.02	1.70	0.00	1.15	2.53	21.39	17.72
Dunn	0.68	0.25	6.16	0.42	0.05	0.13	0.30	0.00	0.00	0.21	0.00	8.20	7.99
Edgewood	4.05	0.15	4.91	0.25	0.02	0.06	0.02	0.00	0.00	0.00	0.00	9.46	9.46
Edison	1.46	0.04	7.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.56	8.56
Ellis Parker	2.96	0.44	7.12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.85	11.38	10.52
Fox Hollow	1.65	0.22	4.12	0.00	0.00	0.00	0.45	1.02	0.00	0.00	0.91	8.39	7.47
Frances Willard	2.04	0.00	6.09	0.00	0.00	0.87	0.00	0.00	0.00	0.00	0.00	9.00	9.00
Gilham	3.37	0.38	4.67	0.00	0.00	0.00	0.04	0.00	0.00	0.00	0.00	8.46	8.46
Harris	6.12	0.14	11.28	0.08	0.00	0.00	1.13	0.00	0.00	0.45	0.00	19.19	18.74
Howard	2.59	0.33	3.00	0.00	0.04	0.00	0.36	0.00	0.00	0.00	0.00	6.33	6.33
Ida Patterson	3.44	0.10	5.55	0.00	0.16	0.00	0.59	0.00	0.00	0.00	0.64	10.49	9.85
Laurel Hill	3.72	0.06	6.78	2.31	0.56	1.62	0.00	0.00	0.00	0.00	0.00	15.05	15.05
Lincoln	1.86	0.36	1.93	0.00	0.00	0.00	0.00	0.00	0.40	0.00	0.00	4.35	3.95
McCornack	5.59	0.27	5.31	0.29	0.00	0.00	0.41	0.00	0.00	1.47	0.03	13.39	11.88
Meadow Lark	5.11	0.24	4.57	0.00	0.00	0.00	0.15	0.00	0.00	0.00	0.00	10.07	10.07
River Road	5.67	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.67	6.67
Santa Clara	6.70	0.18	6.07	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.63	13.58	12.96
Silver Lea	1.90	0.09	4.86	0.00	0.00	0.00	0.45	0.02	0.00	0.00	0.04	6.47	6.43
Spring Creek	0.05	0.00	7.94	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.99	7.99
Stella Magladry	3.00	0.29	5.07	0.63	0.00	0.87	0.58	0.24	0.00	1.40	0.00	12.08	10.68
Twin Oaks	1.94	0.35	2.78	0.09	0.00	0.00	0.00	0.00	0.00	0.00	0.73	5.90	5.17
Washington	0.51	0.11	4.34	0.00	0.00	0.00	0.00	0.00	0.00	0.18	0.00	5.14	4.95
Westmoreland	5.71	0.20	7.89	0.00	0.00	0.00	0.08	0.00	1.18	0.00	0.00	15.06	13.88
Whiteaker	8.29	0.00	6.08	0.69	0.00	0.00	0.00	0.00	0.00	0.00	1.93	16.99	15.06
Willagillespie	3.25	0.28	4.44	0.00	0.00	0.00	0.18	0.00	0.00	0.00	0.00	8.14	8.14
Willakenzie	0.30	0.47	5.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.71	6.71
Condon Arts	0.87	0.42	4.59	2.00	0.00	0.60	0.00	0.00	0.00	0.00	0.00	8.48	8.48
Eastside	0.25	0.00	3.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.96	3.96
Traditional Alter	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Elementary Per Student Expenditure	3.16	0.21	5.41	0.42	0.08	0.16	0.28	0.11	0.11	0.13	0.30	10.38	9.84
Mean	3.121	0.259	5.448	1.211	0.325	0.680	0.525	0.673	0.776	0.811	0.956	10.118	9.982
Standard Deviation	2.156	0.123	1.965	1.001	0.277	0.439	0.408	0.615	0.391	0.597	0.893	4.393	3.947

TABLE V-10

Amount Allocated for 15 Major Accounts
(4-J Elementary Schools -1976-77)

School	Supplies 1110-410	Text-Books 1110-421	Maps Charts 1110-492	Initial Add 1110-54	Counseling Supplies 2122-410	Library Books 2222-431	Reference Books 2222-432	Library Periodicals 2222-440	A.V. Supplies 2223-410	A.V. Initial Add 2223-541	A.V. Replacement 2223-542	Principals Initial 2411-541	Classroom Initial 2536-541	Equipment Care 2544-321	Equipment Repair 2544-322	Total	Non Equipment Total
Adams	3,771.24	2,540.57	0.00	880.00	124.24	657.25	247.00	252.00	596.94	130.00	840.00	191.00	15.00	24.00	490.00	10,271.24	7,691.24
Awbrey Park	2,246.82	5,867.76	435.50	1,0[illegible]	597.04	1,518.00	361.00	666.00	1,058.92	2,325.00	840.00	755.00	578.82	891.90	610.00	24,599.84	17,[illegible]51.04
Bailey Hill	5,187.92	3,848.08	165.00	1,072.00	178.24	995.50	190.00	324.00	755.52	1,204.00	240.00	0.00	0.00	12.00	530.00	14,702.24	11,[illegible]4.24
Coburg	2,322.72	1,775.21	98.00	0.00	136.84	459.25	107.00	252.00	498.82	555.00	0.00	233.00	791.00	0.00	517.00	7,655.84	5,649.84
Condon	1,457.76	1,179.93	54.00	110.00	57.72	305.25	57.00	105.00	162.06	300.00	160.00	10.00	0.00	6.00	190.00	4,154.72	3,378.72
Crest Drive	2,578.76	2,242.93	119.00	408.00	119.72	580.25	125.00	252.00	561.06	131.00	920.00	70.00	460.00	22.00	455.00	9,043.72	6,578.72
Dunn	3,558.88	2,583.09	142.00	1,128.00	176.36	668.25	109.00	252.00	609.78	625.00	0.00	0.00	0.00	150.00	375.00	10,337.36	8,059.36
Edgewood	5,827.84	4,147.12	207.00	1,136.00	420.48	1,166.00	225.00	428.00	874.24	693.00	0.00	0.00	345.00	32.00	525.00	15,926.48	13,195.48
Edison	2,336.24	1,743.32	197.00	110.00	85.28	451.00	98.98	224.02	474.44	950.00	125.00	78.00	323.00	26.00	415.00	7,637.28	5,610.28
E. Parker	3,261.76	2,774.43	144.00	110.00	135.72	717.75	152.00	278.00	636.06	695.00	0.00	0.00	30.00	9.00	325.00	9,268.72	8,099.72
Fox Hollow	2,257.36	1,817.73	0.00	231.00	138.92	470.25	214.00	252.00	249.66	877.00	0.00	655.00	0.00	12.00	375.00	7,548.92	5,399.92
F. Willard	3,528.04	2,859.47	0.00	1,112.60	235.00	739.75	291.50	274.00	637.74	710.00	0.00	0.00	0.00	160.60	400.00	10,948.70	8,565.50
Gilham	4,157.36	3,046.48	175.00	498.00	163.92	814.00	173.00	321.00	667.18	1,233.00	0.00	0.00	540.00	86.00	380.00	12,254.94	9,517.94
Harris	3,342.52	2,625.61	347.00	45.00	178.44	679.25	122.00	252.00	615.62	560.00	0.00	350.00	0.00	26.00	460.00	9,603.44	8,162.44
Howard	5,588.48	4,549.64	223.00	905.00	522.56	1,177.00	275.00	490.00	880.88	942.00	0.00	220.00	363.00	18.00	525.00	16,679.56	13,706.56
I. Patterson	2,044.24	2,274.82	137.00	1,127.00	111.28	588.50	145.00	264.00	561.44	465.00	845.00	60.00	0.00	232.00	630.00	9,485.28	8,126.20
Laurel Hill	1,539.68	1,307.69	68.00	579.00	63.96	338.25	71.00	252.00	434.58	439.00	0.00	0.00	0.00	0.00	400.00	5,492.96	4,074.96
Lincoln	1,779.76	1,711.43	74.00	490.00	133.72	442.75	113.00	252.00	235.06	445.00	250.00	210.00	0.00	30.00	390.00	6,833.72	4,742.72
McCornack	4,480.20	3,667.35	191.00	868.00	329.40	948.75	195.00	381.00	757.70	1,392.00	0.00	0.00	360.00	12.00	440.00	14,002.40	10,930.40
Meadow Lark	4,978.40	3,879.95	222.00	1,232.00	189.80	1,003.75	213.00	390.00	787.90	1,035.00	0.00	633.00	0.00	347.00	815.00	15,726.80	11,664.80
River Road	5,711.20	4,464.60	198.00	980.00	243.40	1,155.00	212.00	440.00	613.20	857.00	251.94	300.00	526.00	6.00	570.00	16,528.34	13,037.40
Santa Clara	5,701.76	4,103.18	217.00	1,689.00	250.72	1,061.50	225.00	431.00	810.56	785.00	0.00	0.00	0.00	12.00	510.00	15,796.72	12,800.72
Silver Lea	5,367.76	4,103.18	31[illegible]	315.00	200.72	1,061.50	234.00	402.00	816.56	1,235.00	130.00	0.00	999.99	12.00	500.00	15,414.71	12,222.72
Spring Creek	5,635.72	4,258.46	0.00	1,272.00	694.84	1,215.50	536.00	5[illegible]2.00	645.32	1,248.00	0.00	650.00	226.00	66.00	585.00	17,540.04	13,487.84
Magladry	1,745.28	1,679.54	70.00	385.00	100.16	434.50	74.00	252.00	470.68	497.00	0.00	0.00	86.00	154.00	315.00	6,263.16	4,826.16
Twin Oaks	3,386.80	2,444.90	110.00	1,086.00	119.60	632.50	150.00	252.00	565.80	1,075.00	0.00	0.00	0.00	26.00	510.00	10,358.60	7,661.60
Washington	5,530.64	4,294.52	186.00	888.00	210.08	1,111.00	227.00	416.00	937.84	1,055.00	0.00	0.00	548.00	18.00	705.00	16,227.08	12,813.08
Westmoreland	5,328.80	3,887.84	235.00	1,697.00	611.00	1,012.00	246.00	453.00	0.00	0.00	0.00	471.00	0.00	12.00	375.00	14,328.72	11,773.72
Whiteaker	2,735.72	2,040.96	0.00	330.00	99.84	528.00	228.00	252.00	535.32	400.00	0.00	0.00	328.00	15.00	685.00	8,[illegible]1.84	5,419.84
Willagillespie	3,883.32	[illegible]118.26	152.00	183.00	157.04	830.50	160.00	293.00	695.92	840.00	0.00	550.00	0.00	15.00	355.00	11,23[illegible].04	9,290.04
Willakenzie	3,515.12	2,668.13	137.00	732.00	130.52	690.25	137.00	265.00	616.46	930.00	0.00	0.00	114.00	32.00	485.00	10,452.52	8,159.52
Condon Parts	1,912.56	1,498.63	83.00	110.00	86.23	387.75	82.00	252.00	205.86	0.00	0.00	111.00	0.00	6.00	150.00	4,784.23	4,508.23
Eastside	1,680.64	1,371.27	0.00	0.00	67.08	354.75	85.00	252.00	135.78	0.00	0.00	0.00	0.00	60.00	150.00	4,156.52	3,946.52
Traditional	1,409.88	988.59	0.00	0.00	48.36	255.75	0.00	0.00	135.78	0.00	0.00	0.00	0.00	0.00	0.00	2,838.36	2,838.36
Alter																	
Total	124,284.30	97,364.65	4,433.50	22,766.60	6,988.23	25,451.25	6,070.48	10,603.02	19,140.40	24,627.00	4,601.94	5,452.00	6,543.79	2,605.60	15,142.00	376,074.84	264,335.91
Mean	3,655.420	2,863.666	164.204	734.406	205.536	2,117.823	183.954	321.303	580.104	820.900	460.194	320.706	384.929	84.052	458.848	10,766.907	8,656.939
Standard Dev.	1,624.585	1,205.220	87.343	475.414	164.454	7,941.195	95.876	109.917	231.528	440.104	348.893	252.052	256.488	143.874	147.741	5,155.970	3,702.329

4. Table V-10

Tables V-7 through V-9 reported data from the 1975-76 school year. Tables V-10, V-11 and V-12 report the same data in a parallel manner for the 1976-77 school year. Because of the conversion to the Handbook II budgeting system, a different set of account numbers are used. Fifteen accounts are reported on instead of eleven. The non-equipment total for all schools was approximately $295,000 or a 4.3 percent increase over the 1975-76 total non-equipment allocations.

5. Table V-11

Table V-11 is the principal's estimate of the amount expended from each account for reading instruction. The same restrictions apply to this table as in Table V-8. Additionally, this table represents a further estimate not included in Table V-8. Principals furnished this information in February 1977, and had to estimate what they would spend for reading instruction from each account through the remainder of the year.

A review of Table V-11 shows that principals have markedly different conceptions of what constitutes an expenditure on reading instruction. For example, for account 2222-432 (Reference Books), the principals at Adams, Crest Drive, and Ida Patterson reported that all 1976-77 funds in this category were spent on reading from this account and no one else reported an expenditure.

In non-equipment accounts, principals reported estimated total 1976-77 expenditures of approximately $100,000. This is an increase of approximately 9.5 percent over estimated expenditures of 1975-76. This percentage was obtained by comparing Tables V-8 and V-11.

6. Table V-12

This table indicates the per-pupil estimate for reading instruction. The figures for each school were determined by dividing the total amount estimated by the principal by the school's average enrollment.

As Table V-12 shows, the mean average per-pupil non-

TABLE V-11

Estimated Reading Expenditures for 15 Major Accounts
(4-J Elementary Schools - 1976-77)

School	Supplies 1110-410	Text-Books 1119-421	Maps Charts 1110-492	Initial Add 1110-541	Counseling Supplies 2122-410	Library Books 2222-431	Reference Books 2222-432	Library Periodicals 2222-440	A.V. Supplies 2223-410	A.V. Initial Add 2223-541	A.V. Replacement 2223-542	Principals Initial 2411-541	Classroom Initial 2536-541	Equipment Care 2544-321	Equipment 2544-322	Total	Non Equipment Total
Adams	1,631.32	1,965.05	0.00	0.00	117.62	550.00	247.00	240.00	94.08	130.00	840.00	0.00	0.00	24.00	460.00	6,299.07	4,845.07
Aubrey Park	1,005.74	5,016.88	415.00	1,048.95	577.00	1,518.00	336.35	666.00	600.27	2,761.99	840.00	755.00	517.80	696.50	610.00	16,925.43	10,135.28
Bailey Hill	812.33	940.69	0.00	0.00	67.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.50	0.00	1,831.35	1,820.85
Coburg	1,306.31	1,775.21	0.00	0.00	83.50	0.00	0.00	0.00	255.00	0.00	0.00	0.00	0.00	0.00	0.00	3,420.02	3,420.02
Condon	200.00	898.90	0.00	0.00	50.00	213.00	0.00	70.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00	1,491.00	1,491.00
Crest Drive	1,289.70	1,137.37	119.00	0.00	90.00	580.25	125.00	251.89	253.39	130.00	920.00	0.00	0.00	44.00	0.00	4,990.42	3,896.42
Dunn	200.00	753.00	0.00	0.00	0.00	100.99	0.00	252.00	200.00	200.00	0.00	0.00	0.00	0.00	0.00	1,682.00	1,482.00
Edgewood	1,150.00	3,781.91	0.00	0.00	0.00	0.00	0.00	15.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00	4,950.91	4,950.91
Edison	331.23	929.82	0.00	0.00	18.64	0.00	0.00	0.00	219.30	0.00	0.00	0.00	0.00	0.00	0.00	1,498.99	1,498.99
E. Parker	638.15	836.18	0.00	27.82	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,502.15	1,474.33
Fox Hollow	500.00	716.20	0.00	0.00	89.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,305.20	1,305.20
F. Willard	458.90	2,853.06	0.00	0.00	35.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,347.44	3,347.44
Gilham	339.24	1,089.42	0.00	0.00	0.00	0.00	0.00	0.00	74.50	0.00	0.00	0.00	0.00	0.00	0.00	1,503.16	1,503.16
Harris	1,258.80	1,752.30	0.00	0.00	0.00	100.00	0.00	0.00	195.00	250.00	0.00	0.00	0.00	0.00	0.00	3,556.10	3,306.10
Howard	538.54	3,940.39	0.00	0.00	414.45	0.00	0.00	200.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00	5,113.38	5,113.38
J. Patterson	1,244.20	1,322.10	0.00	0.00	51.50	185.00	145.00	0.00	124.50	200.00	0.00	0.00	0.00	0.00	0.00	3,272.30	3,072.30
Laurel Hill	750.00	650.00	60.00	0.00	2.64	300.00	54.00	225.00	125.00	395.00	0.00	0.00	0.00	0.00	0.00	2,761.64	2,366.64
Lincoln	142.85	900.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,042.85	1,042.85
McCornack	1,425.54	1,837.17	0.00	0.00	76.48	100.00	0.00	25.00	0.00	0.00	0.00	0.00	48.50	0.00	0.00	3,512.69	3,464.19
Meadow Lark	2,265.00	2,455.00	0.00	0.00	248.05	0.00	0.00	0.00	103.20	325.00	0.00	0.00	0.00	0.00	75.00	5,471.25	5,071.25
River Road	1,601.27	2,925.47	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,526.74	4,526.74
Santa Clara	526.00	2,237.00	0.00	0.00	74.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,837.00	2,837.00
Silver Lea	646.24	1,687.23	0.00	0.00	173.76	900.00	0.00	0.00	47.03	0.00	0.00	0.00	0.00	0.00	0.00	3,454.26	3,454.26
Spring Creek	1,141.54	3,062.69	0.00	0.00	0.00	0.00	0.00	0.00	46.00	400.00	0.00	0.00	0.00	0.00	0.00	4,650.23	4,250.23
S. Magladry	524.41	703.72	0.00	0.00	74.64	175.00	0.00	222.75	80.00	0.00	0.00	0.00	112.00	28.38	175.00	2,095.90	1,760.52
Twin Oaks	0.00	2,427.92	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,427.92	2,427.92
Washington	199.00	978.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,177.00	1,177.00
Westmoreland	1,602.94	1,133.55	0.00	99.50	101.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,937.49	2,837.99
Whiteaker	1,700.00	1,400.00	0.00	0.00	0.00	130.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	220.00	3,450.00	3,230.00
Willagillesnie	1,131.34	1,518.77	0.00	0.00	168.43	0.50	0.00	0.00	61.39	350.00	0.00	0.00	0.00	0.00	0.00	3,229.93	2,879.93
Willakenzie	372.00	1,206.11	0.00	0.00	72.40	0.00	0.00	0.00	100.00	120.00	0.00	0.00	0.00	0.00	0.00	1,870.51	1,750.51
Condon Arts	120.00	943.00	0.00	0.00	65.00	0.00	0.00	80.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00	1,233.00	1,233.00
Eastside	267.62	980.39	0.00	0.00	0.00	0.00	0.00	0.00	135.78	0.00	0.00	0.00	0.00	0.00	0.00	1,383.79	1,383.79
Traditional Alter	709.52	476.39	0.00	0.00	79.24	220.00	0.00	0.00	51.92	0.00	0.00	0.00	0.00	0.00	0.00	1,528.11	1,528.11
Total	28,020.73	57,190.99	594.00	1,176.27	2,731.24	5,071.25	907.35	2,277.55	3,111.27	4,761.99	2,600.00	755.00	738.30	993.38	1,540.00	112,279.23	99,904.38
Mean	849.113	1,682.088	198.000	392.090	124.147	390.096	181.470	207.050	141.421	432.900	866.667	755.000	246.100	160.076	308.000	3,302.330	2,938.364
Standard Dev.	556.305	1,076.012	190.229	569.985	133.969	415.407	110.736	180.252	133.391	615.598	46.188	0.000	289.010	229.773	220.244	2,801.764	1,799.682

TABLE V-12

Per Student Reading Expenditures for 15 Major Accounts
(K-3 Elementary Schools - 1976-77)

School	Supplies 1110-410	Text-Books 1110-421	Maps Charts 1110-492	Initial Add 1110-541	Counseling Supplies 2122-410	Library Books 2222-431	Reference Books 2222-432	Library Periodicals 2222-440	A.V. Supplies 2223-410	A.V. Initial Add 2223-541	A.V. Replacement 2223-542	Principals Initial 2411-541	Classroom Initial 536-541	Equipment Care 2544-321	Equipment Repair 2544-322	Total	Non Equipment Total
Adams	6.83	8.22	0.00	0.30	0.69	2.39	1.03	1.00	0.39	0.54	3.51	0.00	0.09	0.10	1.92	26.36	20.27
Lindsey Park	1.82	9.09	0.75	1.90	1.05	2.75	0.61	1.21	1.09	4.10	1.52	1.37	1.05	1.26	1.11	30.66	18.36
Bailey Hill	2.24	2.60	0.00	0.00	0.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00	5.06	5.03
Coburg	7.82	10.63	0.09	0.00	0.50	0.00	0.00	0.00	1.53	0.00	0.00	0.00	0.00	0.00	0.00	20.48	20.48
Condon	2.00	8.98	0.00	0.00	0.50	2.13	0.00	0.70	0.60	0.00	0.00	0.00	0.30	0.00	0.00	14.91	14.91
Crest Drive	6.11	5.63	0.56	0.00	0.43	2.75	0.59	1.19	1.20	0.62	4.36	0.00	0.00	0.21	0.00	23.65	18.47
Dunn	0.68	3.08	0.00	0.00	0.00	0.44	0.50	1.24	0.88	0.88	0.00	0.00	0.00	0.00	0.00	7.41	6.53
Edgewood	7.71	8.83	0.00	0.00	0.00	0.00	0.00	0.04	0.09	0.00	0.00	0.00	0.00	0.00	0.00	11.68	11.68
Edison	2.02	5.67	0.00	0.00	0.11	0.00	0.07	0.00	1.34	0.00	0.00	0.00	0.00	0.00	0.00	9.14	9.14
Ellis Porter	2.56	3.36	0.00	0.11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.03	5.92
Fox Hollow	2.92	4.19	0.00	0.00	0.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.63	7.63
Frances Willard	1.71	10.61	0.00	0.00	0.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.44	12.44
Gilham	1.15	3.68	0.00	0.00	0.00	0.00	0.00	0.00	0.25	0.00	0.00	0.00	0.00	0.00	0.00	5.08	5.08
Harris	5.50	7.65	0.00	0.00	0.00	0.44	0.00	0.00	0.85	1.09	0.00	0.00	0.00	0.00	0.00	15.53	14.44
Howard	1.26	9.21	0.00	0.00	0.97	0.00	0.00	0.00	0.47	0.00	0.00	0.00	0.00	0.00	0.00	11.95	11.95
Ida Patterson	5.81	6.18	0.00	0.00	0.24	0.86	0.69	0.00	0.58	0.63	0.00	0.00	0.00	0.00	0.00	15.29	14.36
Laurel Hill	6.10	5.28	0.49	0.00	0.02	2.44	0.00	1.83	2.64	3.21	0.00	0.00	0.00	0.00	0.00	22.45	19.24
Lincoln	0.00	5.59	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.48	6.48
McCornack	4.13	5.33	0.00	0.00	0.22	0.29	0.00	0.07	0.00	0.00	0.00	0.00	0.14	0.00	0.00	10.18	10.04
Meadow Lark	6.21	6.73	0.00	0.00	0.68	0.00	0.00	0.00	0.28	0.00	0.00	0.00	0.00	0.00	0.21	14.99	13.80
River Road	3.81	6.97	0.00	0.00	0.07	0.00	0.00	0.00	0.90	0.00	0.00	0.00	0.00	0.00	0.00	10.78	10.78
Santa Clara	1.36	5.80	0.00	0.00	0.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.35	7.35
Silver Lea	1.67	4.37	0.00	0.00	0.45	2.33	0.00	0.00	0.12	0.00	0.00	0.00	0.00	0.00	0.00	8.95	8.95
Spring Creek	2.58	6.93	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.00	0.00	0.00	0.00	0.00	10.52	9.62
Stella Mageory	3.32	4.45	0.00	0.00	0.47	1.11	0.00	1.41	0.51	0.00	0.00	0.00	0.71	0.18	1.11	13.27	11.27
Twin Oaks	0.00	10.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.56	10.56
Washington	0.49	2.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.91	2.91
Westmoreland	4.36	3.04	0.00	0.27	0.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.98	7.71
Whitaker	8.85	7.29	0.90	0.00	0.00	0.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.15	17.97	16.82
Willagillespie	3.75	5.03	0.00	0.00	0.56	0.00	0.00	0.00	0.20	0.16	0.00	0.00	0.00	0.00	0.00	10.70	9.54
Willakenzie	1.48	4.81	0.00	0.00	0.29	0.00	0.00	0.00	0.40	0.48	0.70	0.00	0.00	0.00	0.00	7.46	6.97
Condon Arts	0.85	6.69	0.00	0.00	0.46	0.00	0.00	0.00	0.57	0.10	0.00	0.00	0.00	0.50	0.00	8.74	8.74
Eastside	2.07	7.60	0.00	0.00	0.00	0.00	0.00	0.00	1.05	0.00	0.00	0.00	0.00	0.53	0.00	10.73	10.73
Traditional Alter	7.53	5.12	0.00	0.00	0.85	2.37	0.00	0.00	0.56	0.00	0.00	0.00	0.00	0.00	0.00	16.43	16.43
Elementary Per Student Expenditure	3.06	6.22	0.06	0.13	0.30	0.55	0.10	0.25	0.34	0.52	0.28	0.04	0.06	0.09	0.17	12.21	10.36
Mean	3.418	6.225	.601	.761	.436	1.696	.670	.884	.677	1.346	3.132	1.368	.632	.356	1.098	12.398	26.341
Standard Dev.	2.339	2.334	.136	.980	.271	.970	.221	.566	.620	1.178	1.467	0.000	.458	.511	.609	6.295	15.427

equipment expenditures for 1976-77 was $26.34. As in the 1975-76 data, the range of estimated expenditures is greater than the range of allocations. The lowest is $2.91 at Washington and the highest is $20.48 at Coburg. The estimated per-pupil expenditures at Coburg is seven times higher than the reported expenditures at Washington.

Factors Affecting How a School Receives Money

Four specific sets of actions operate to determine the level of funding allocated to those fiscal accounts used by schools to support their reading program. The four factors cited below operate within the levels of instructional funding budgeted by the school board and budget committee.

First, principals and school staffs have the authority to budget supply tests and testing materials, and equipment monies. Different principals budget these monies differently depending on their perception of the needs of their school. The decisions made by principals and school staffs to allocate their money are constrained by the total amount of money to be allocated.

Second, budgets may be modified during the fiscal year by allowing money to be transferred between accounts when the necessity arises. The transfers are proposed by principals and staff and approved by business services, acting under the authority of the superintendent. The Handbook II system is more flexible than the previous accounting system. For the period between June 30, 1976, and March 15, 1977, the business office approved a total of 31 transfers within the elementary school budgets. Business office personnel stated that almost all transfer requests were granted.

Third, the size of per-pupil allotment levels and inflation offsets are determined by actions of special task forces, the business office, and the superintendent's office, working together. The size of allotment levels and offsets vary by account.

Fourth, enrollment levels at the schools are the result of many actions working simultaneously. These actions influence the level of funding that schools receive since schools with more students receive proportionately more money. In November, the business office obtains projected enrollment

totals for the following school year and budgets supply and equipment money based on these projections. The business office obtains actual enrollments as of September 30 and makes a further adjustment based on these figures. A further adjustment is made on January 30, but the business office does not make the adjustment routinely.

These four factors affect the amount of money that a school receives from the district in those accounts that the school uses to support its reading instruction.

Concluding Comments

The six tables show monies received and the principals' estimates of how much of these monies are used for the reading instruction at each school. RD&E staff and some Reading Evaluation Committee members have expressed persistent skepticism as to the accuracy of principals' estimations. For example, in Table V-12, $2.91 as an estimated per-pupil expenditure for 1976-77 reading instruction at Washington seems unreasonably low.

When reviewing the variation in expenditures across accounts, several issues must be kept in mind:

- Principals had to use existing bookkeeping systems to determine the portion of the allocated funds that were spent for reading. Current budgeting procedures do not require detailed allocation of funds into specific curriculum areas, therefore, bookkeeping systems at most elementary schools do not enable a school to find out the level of resources it is using to teach reading.

- In determining the amounts expended for a given account, principals had to make decisions on which resources were used for reading instruction. When reviewing an account such as General Supplies (221.10 or 1110-410), principals had to guess how much paper was used for preparation of reading dittoes, number of ditto masters used, etc. A review of the amounts estimated clearly shows that some principals viewed the account differently. For example, in 1975-76, Spring Creek reported their estimated expenditures from General Supply Account (222.10) to be $22.23. This is an obvious underestimation. Other principals possibly overestimated by indicating they spent all of an account's

allocated funds for reading; i.e. Adams in Reference (227.13) and Aubrey Park in Library (227.11) and Periodicals (227.20).

- Each school teaches reading differently and principals had to interpret the cost questionnaire in light of how reading instruction is done in that building.

It is reasonable to conclude that the district and school level budgeting and accounting systems are not detailed or systematic enough to provide the data required for an accurate and uniform record of the amount of money expended for reading instruction. Moreover, as exemplified above, principals differ among themselves as to what constitutes an expenditure on reading instruction and schools use widely varying materials and methods in their reading instruction. The data supplied in this section are calculated estimates given the operation of the factors cited above.

D. School Personnel Costs

Estimated school personnel costs for reading instruction were obtained by calculating the salary costs of the time spent by reading and media specialists, principals, and teachers. The proportion of time spent by reading specialists at a particular school was used to calculate costs for that school. Media specialists salaries, as adjusted by the amount of time spent by the specialist, were included in only those schools where the media specialist reported being integrated with the school's reading instruction. The proportion of the principal's salary attributable to planning and organizing reading instruction is taken from Table IV-5.

Teachers salary costs are calculated two ways. The first way is reported in column 4, Table V-13, which presents salary costs for time reported spent on reading instruction during the regularly scheduled reading period. Column 5 of Table V-13 is obtained by summing the first four columns to arrive at a sub-total of minimum personnel costs. The non-equipment school costs are arrived at by taking the 1976-77 data from column 17, Table V-11. These non-equipment school costs include all estimated expenditures for reading that were not incurred for equipment.

TABLE V-13

Salaries Attributable to Reading

School	Reading Specialist Salary	Media Specialist Salary	Principal's Salary	Teacher's Salary For Reading Period Time	Subtotal of Minimum Personnel Costs	1976-77 Non-equipment School Costs From Table V-11	Minimum Total School Costs	Teacher Salary Cost for Non-Reading Period Time	Maximum Total School Costs
Adams	$ 8,993		$ 1,152	$33,871	$ 44,016	$ 4,845.07	$ 48,861	$ 30,094	$ 78,955
Aubrey Park	17,494	$15,528	8,065	73,006	114,093	10,135.28	124,228	83,703	207,931
Bailey Hill	17,995	13,071	1,152	46,147	78,355	1,820.85	80,176	57,208	137,384
Coburg	8,993		9,217	25,713	43,923	3,420.02	47,343	18,765	66,108
Condon	4,129	4,639	111	16,320	25,198	1,491.00	26,689	7,276	33,965
Crest Drive	8,256		8,641	35,906	52,803	3,896.42	56,699	83,763	140,462
Dunn	8,710		1,152	29,007	38,169	1,482.00	39,651	36,524	76,175
Edgewood	12,005	17,985	1,843	50,589	82,732	4,950.91	87,683	48,307	135,990
Edison	5,532	5,799	1,494	21,186	31,783	1,498.99	33,282	73,647	106,929
Ellis Parker	8,747	6,855	1,152	27,802	44,556	1,474.33	46,030	31,291	77,321
Fox Hollow	8,597		2,304	22,177	28,078	1,305.20	29,383	148,227	177,610
Frances Willard	7,273		1,152	39,616	48,041	3,347.44	51,388	31,699	83,087
Gilham	15,528	8,747	1,152	58,510	83,937	1,503.16	85,440	30,477	115,917
Harris	5,799		1,152	35,404	42,356	3,306.10	45,662	123,275	168,937
Howard	13,489		1,152	52,841	67,482	5,113.38	72,595	52,027	124,622
Ida Patterson	8,255		6,913	22,129	37,297	3,072.30	40,369	26,716	67,085
Laurel Hill	3,145	6,290	13,250	12,652	35,337	2,366.64	37,704	14,453	52,157
Lincoln		11,598	6,913	37,111	55,622	1,042.85	56,666	23,361	80,027
McCornack	8,923		2,134	32,493	43,550	3,464.19	47,014	42,351	89,365
Meadow Lark	7,686		2,304	54,125	64,115	5,071.25	69,186	47,510	116,696
River Road	9,678		5,761	40,364	55,953	4,526.74	60,480	122,173	182,653
Santa Clara			1,068	36,349	37,417	2,837.00	40,254	47,944	88,198
Silver Lea	12,375		2,880	51,810	72,675	3,454.26	76,129	101,216	177,345
Spring Creek	17,995		6,145	58,523	82,653	4,250.23	86,903	41,475	128,378
Stella Magladry			2,347	19,427	21,774	1,780.52	23,556	26,361	49,917
Twin Oaks	8,216		6,913	41,870	57,044	2,427.92	59,472	41,773	101,245
Washington	17,985		1,152	54,447	73,584	1,177.00	74,761	71,162	145,923
Westmoreland	17,994	8,975	2,880	50,758	80,107	2,837.99	82,945	54,063	137,008
Whiteaker			691	34,004	34,695	3,225.00	37,925	34,002	71,927
Willagillespie	3,764		1,110	40,766	55,640	2,879.93	58,520	37,243	95,763
Willakenzie	6,765		2,219	31,746	40,350	1,750.51	42,101	27,505	69,606
Condon Arts		4,639		8,722	13,361	1,233.00	14,594	10,788	25,382
Eastside		5,799		20,172	25,971	1,383.79	27,355	8,051	35,406
Traditional Alt				12,026	12,026	1,528.11	13,554	41,188	54,742
TOTALS	$279,300	$109,925	$105,571	$1,227,897	$1,724,693	$99,904.38	$1,824,598	$1,675,618	$3,075,946

Column 7 of Table V-13 is calculated by adding the 1976-77 non-equipment expenditures in column 6 to the minimum personnel costs in column 5. Column 8 includes salary costs for estimated time teachers reported spending on reading instruction that was done outside of the regularly scheduled period.

As columns 7 and 9 show, a minimum school cost of reading instruction is estimated at approximately $1,825,000 and a maximum estimate at approximately $3,075,946.

E. Summary of Costs

TABLE V-14

Estimated Costs Spent On Reading Instruction During 1976-77

	Minimum Estimate	Maximum Estimate
Regional Offices	$ 37,746.20	$ 37,746.20
Schools	1,824,598.00	3,075,946.00
Title II, IV, X	...	21,149.52
Title I	...	263,317.00
TOTAL	$1,862,344.20	$3,398,158.20

As Table V-14 shows, a minimum estimate of reading expenditure cost for the entire district is approximately $1,865,000 and a maximum estimate of reading expenditure cost for the entire district is approximately $3,400,000.

These estimates do not include salary data of people working in the regional offices, classified salaries of aides and other school staff, the activities of the district's office of Instructional Materials Analyst, state reimbursement for the Extreme Learning Problems program, and elementary school equipment costs.

APPENDIX A

Report on Reading Specialists' Interviews

TABLE OF CONTENTS

Appendix A

Purpose of Report..... 181

Description of Methodology..... 181

Occupational Characteristics of Elementary Reading Specialists..... 182

Certification of Reading Specialists..... 184

How Tables 6-15 Were Constructed..... 191

Role Description of Reading Specialists..... 191

Strengths, Weaknesses and Effectiveness of Their School's Reading Instruction..... 195

Screening and Selection..... 202

The Reading Specialists' Recommendations for Improvement in the District's Reading Instruction..... 202

Discussion of Data..... 208

Appendices

A-1 Sample of the Reading Specialist Questionnaire..... 213

A-2 Reading Specialist-Duty Assignment from North Region Reading Plan, August, 1977..... 221

A-3 Proposed Job Description for Extreme Learning Problems Teacher: Rough Draft for Discussion Only..... 225

TABLES AND FIGURES

Appendix A

TABLE A- 1 Total Reading Specialist Time Per School..... 183

TABLE A- 2 Regional Breakdown of Total Reading Specialist Time Per School..... 185

TABLE A- 3 Characteristics: Job Title, School, F.T.E., Percent of Title I Funding, Number of Years Teaching and In Role..... 186

FIGURE A- 1 Years Teaching Experience..... 187

FIGURE A- 2 Year in Role..... 187

TABLE A- 4 Certificates Held by Reading Specialists as of June 1, 1977..... 189

TABLE A- 5 Types of Certificates and Endorsements Held by Reading Specialists as of June 1, 1977..... 190

TABLE A- 6 "What is your role in this school?"..... 192

TABLE A- 7 "Is your role similar to other reading specialists in District 4J"..... 193

TABLE A-7a Summary Table of Role Similarity by Region..... 194

TABLE A- 8 "What do you think the role of the reading specialist should be?"..... 196

TABLE A- 9 "What are the strengths of this school's reading program?".. 197

TABLE A-10 "What are the weaknesses of this school's reading program?". 199

TABLE A-11 "Does this school have an effective reading program?"..... 200

TABLE A-12 "In your opinion, what makes a reading program effective?"... 201

TABLE A-13 "What materials did you use in your screening process?" "On what basis are children selected to receive instruction from you?"..... 203

TABLE A-14 "What changes would you like to see in your reading program?"..... 204

TABLE A-15 "What changes would you like to see in the District's reading program?"..... 206

TABLE A-16 Reading Specialist Full-Time Equivalency (F.T.E), School Enrollment in 1976-77, Number of Students Referred, and Percentage of Referred to Enrolled..... 207

TABLE A-17 Summary of Most Common Responses: TABLES A-9, A-10, A-12, A-14 and A-15..... 209

REPORT ON READING SPECIALISTS' INTERVIEWS

Purpose of Report

The Reading Evaluation Committee requested that Research, Development and Evaluation (RD&E) staff carry out a study of the role of reading specialists in reading instruction of the district's elementary schools. The purpose of this report is to discuss: 1) the characteristics of reading specialists; 2) the work performed by them; 3) their perception of strengths, weaknesses, and overall effectiveness of their school's reading instruction; 4) how children are selected to receive help from reading specialists; and 5) the specialists' recommendations for improvement in the district's reading instruction.

This report will describe how the data were collected, then present the data for the five topics mentioned, and conclude with discussion of the data.

Description of Methodology

RD&E decided to interview all elementary school reading specialists in the district. The first problem encountered was that it was not clear who were reading specialists. The phrase "reading specialist" is used to describe those people that work in schools and provide specialized help in reading. As the data presented below show, people with a variety of job titles provide this help. All elementary schools were called and asked to identify who on their staff provided specialized help in reading, regardless of their job title. Twenty-six persons were identified and interviewed.

Each person was asked the same questions. The questions were developed by RD&E staff with the help of the Reading Evaluation Committee and then pre-tested on four randomly selected reading specialists. Based on their answers, the questions were modified to improve clarity and the remaining twenty-two specialists were interviewed. Five interviews were

conducted with both interviewers together to increase the reliability of the data. The final twenty-two question interview form used is attached as Appendix A-1.

Occupational Characteristics of Elementary Reading Specialists

There are thirty-one elementary schools in Eugene and seven alternative schools. Three of these thirty-one schools-- Magladry, Santa Clara and Whiteaker --and five of the alternative schools --Eastside, Environmental/Outdoor, Patterson Primary Center, Corridor, and the Traditional Alternative School --did not have a reading specialist on their staff. Twenty-six reading specialists served the other schools. Three schools -- Laurel Hill, River Road, and McCornack --had two reading specialists working in their buildings. These received Title I federal money which paid for reading specialists.

It is not the policy of the Eugene Public Schools to assign a full-time reading specialist to each school. In February 1975, the school board adopted an 18.4 staffing ratio plan. For every 18.4 students attending a school, the school is entitled to one staff member. The principal is responsible for the hiring of staff members and frequently staff are hired on a part-time basis. Table A-1 shows how many reading specialist positions there were in each school. The data are reported in terms of full-time equivalency (FTE). Approximately 21 percent of the schools did not have a reading specialist and approximately 47 percent had less than a full-time reading specialist. Approximately 24 percent of the schools had a full-time reading specialist and approximately 8 percent had more than a full-time specialist.

TABLE A-1

Total Reading Specialist Time Per School

Total Reading F.T.E	School	Number of schools	% of schools
1.5	McCornack, River Road	2	5.26
1.3	Laurel Hill	1	2.63
1.0	Awbrey Park, Bailey Hill, Gilham, Lincoln, Patterson, Silver Lea, Spring Creek, Washington, Westmoreland	9	23.68
.6	Edgewood/Evergreen	2	5.26
.5	Adams, Coburg, Crest Drive, Harris, Howard, Meadow Lark, Parker, Twin Oaks, Willagillespie, Willakenzie, Willard	11	28.94
.4	Dunn	1	2.63
.2	Condon/Magnet Arts, Edison, Fox Hollow	4	10.52
.0	Magladry, Santa Clara, Whiteaker, Traditional, Eastside, Patterson Primary Center, Environmental/ Outdoor, Corridor	8	21.05
		38	99.97

Note: underlining indicates Title I funding

Table A-2 shows the range of variations in reading specialist time within the four regions of the district. The Sheldon region had the smallest range and the South region, which had twice as many schools in it as Sheldon, had the broadest range.

Table A-3 shows occupational characteristics of the people identified as reading specialists: job title, the schools they worked at, the amount of time spent at each school, the percent of time they were funded by non-district funds, the number of years they had been teaching, and the number of years they had been reading specialists. As Table A-3 shows, people who worked as reading specialists reported they had eleven different job titles. The diversity of job titles reflects the variety in funding sources and work these people did. Only sixteen of the twenty-six people had the job title of simply reading specialist.

The data in Table A-3 under Years Taught and Years in Role, were used to construct Figures A-1 and A-2 on page 187. These figures display graphically that in general, reading specialists had considerable teaching experience but were fairly new to their role.

Certification of Reading Specialists

There is considerable diversity and complexity in Oregon certification. Before 1965, teachers were issued five-year certificates with various special qualifiers. After 1965, the State Department of Education began to issue two types of certificates: basic and standard. A basic certificate is issued for three years and is normally given to a new teacher or an out-of-state teacher. A standard certificate is issued for five years and requires additional college hours plus two years teaching experience. In addition to type, each certificate lists endorsements or norms which are the subjects, areas, or grade levels in which the teacher is authorized to teach.

TABLE A-2

Regional Breakdown of Total
Reading Specialist Time Per School

	Reading Specialist FTE								
	1.5	1.3	1.0	.6	.5	.4	.2	.0	Total F.T.E.
Churchill	1		3		3			3	6.0
North	1		3		1			3	5.0
Sheldon			2		4				4.0
South		1	1	2*	3	1	4**	2	5.4
TOTALS	2	1	9	2	11	1	4	8	20.4

* combined F.T.E. at Edgewood/Evergreen, .6 F.T.E. total.

** combined F.T.E. at Condon/Magnet Arts, .2 F.T.E. at Edison and at Fox Hollow, .6 F.T.E. total.

TABLE A-3 Characteristics: Job Title, School, F.T.E., % of Title I funding, number of years teaching and in role.

Reading Specialist	Self-reported Job Title	School	Reading F.T.E.	Other F.T.E	% of Title I	Years Taught	Years in Role
1. Abbott, Steve	Reading Specialist	Dunn	.4			18	2
		Edgewood	.6				
2. Alvestad, Pat	Reading Specialist	Crest Drive	.5			13	6
		Twin Oaks	.5				
3. Antikajian, Karen	Reading/Math Specialist-Title I	River Road	.5	.5 Math-Title I	100	10	2
4. Bower, Millie	Reading Specialist	Adams	.5			14	10
		McCornack	.5		100		
5. Bray, Nancy	Reading Specialist-Title I	Lincoln	1.0		100	1	1
6. Clark, Betty	Reading Specialist/Counselor	Coburg	.5	.5 Counselor		25	16
7. Cornell, Bob	Reading Specialist	River Road	1.0		50	22	11
8. Fisher, Helen	Speech/ELP	Meadow Lark	.5	.5 Speech		12	1
9. Garver, Virginia	Reading Specialist	Spring Creek	1.0			23	3
10. Gilmore, Virginia	Reading Teacher (Specialist)	Awbrey Park	1.0			29	11
11. Hayes, Dorothy	Reading Specialist/ELP Sheldon	Willakenzie	.5	.5 ELP Sheldon LRC		17	15
12. Kellow, Ferne	Reading Specialist	Howard	.5	.5 Kindergarten		16	3
13. Lasswell, Iris	Reading Specialist	Washington	1.0			27	14
14. Libke, Helen	Reading Specialist	Westmoreland	1.0			17	4
15. McClain, Bob	Reading Specialist-Title I	Laurel Hill	.8		100	19	19
		Fox Hollow	.2				
16. Madden, Marty	Reading Specialist	Silver Lea	1.0			20	11
17. Martin, Judy	Reading Specialist-Title I	Gilham	1.0		100	10	5
18. Miller, Sam	Media Specialist/Facilitating Teacher, 3rd Grade Homeroom	Harris	.5	.5 Media Specialist/ Facilitating Teacher 3rd Grade Homeroom		3	2
19. Padgett, Lila	Learning Specialist	McCornack	1.0		50	22	5
20. Randall, Paul	Counselor/Reading Specialist	Willagillespie	.5	.5 Counselor		10	2
21. Rogers, Bev	Counselor/Reading Specialist	Condon/Magnet Arts	.2	.3 Counselor		13	1
		Edison	.2	.3 Counselor			
22. Schwendt, Kay	Reading Specialist	Bailey Hill	.0			25	2
23. Silver, Gay	Reading Specialist	Patterson	1.0		25	2	1
24. Steinke, Sheryl	Media/Reading Specialist	Laurel Hill	.5	.5 Media Specialist	50	6	2
25. Sims, Margaret	Counselor/Reading Specialist	Parker	.5	.5 Counselor		14	2
26. Waldvogel, Jo Ellen	Reading Specialist	Willard	.5			8	1

FIGURE A-1

Years of Teaching Experience

The Reading Specialists were asked how many years they had been teaching. As FIGURE A-1 shows, most reading specialists had considerable teaching experience. The median number of years teaching was 13.5 and the mean average number of years was 15.

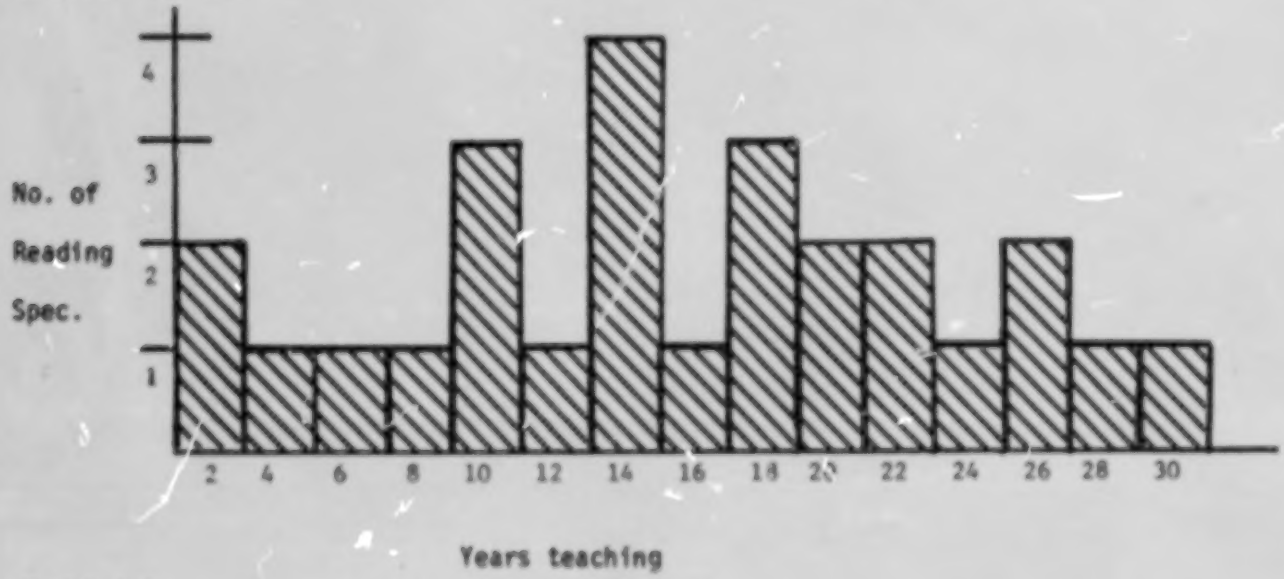


FIGURE A-2

Years in Role

The Reading Specialists were asked how many years they had taught as reading specialists. As FIGURE A-2 shows, most reading specialists were fairly new to the role. The median number of years in role was 2.5 years and the mean average number of years was 6.

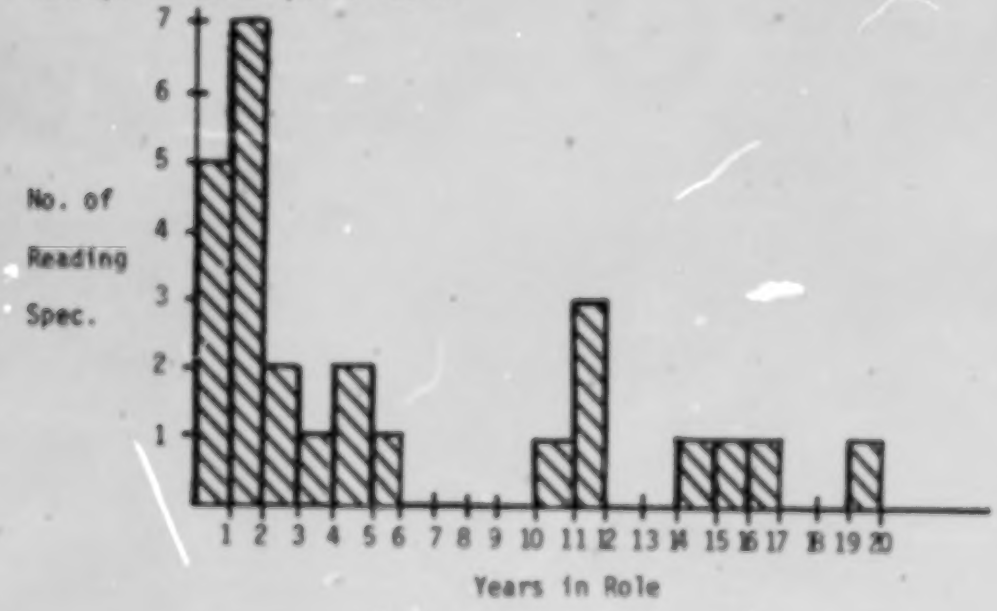


Table A-4 shows the teaching certificates held by the reading specialists. The type of certificate is shown in capital letters in Table A-4 and the endorsement in lower case letters. A review of the table shows that of the twenty-six reading specialists:

15 have Extreme Learning Problems (ELP) endorsements

4 have special education, exceptional children or reading endorsements

4 have basic elementary endorsements only

5 have counseling endorsements

3 have supervisor certification

2 have secondary certificates

Certification in itself does not specify all qualifications for teaching reading. Twenty-four of these people had masters degrees and one had a doctorate in reading or a related area; almost all had additional coursework, workshops, and conferences in reading. These sources of extra training were not reflected in certificates held and were not asked about in the questionnaire. Also, some persons indicated that they held special education, reading endorsements or reading certificates in other states, but were unable to obtain one in Oregon. Reading endorsements have not been available in Oregon since 1965.

Table A-5 presents the variety of certificates and endorsements held by reading specialists. These twenty-six people held twelve different types of certificates and twenty-five different endorsements. The information in Tables A-4 and A-5 has been verified by a search of Personnel Office records.

TABLE A-4
Certificates Held By Reading Specialists As Of June 1, 1977

1. Abbott, Steve	BASIC: Basic Secondary 5-12, Basic Social Studies 5-12, Stan. Music K-12, Basic ELP K-12.
2. Alvestad, Pat	STANDARD: Standard Elementary PP-9, Standard ELP (PP-12).
3. Antikajian, Karen	BASIC: Basic Elementary PP-9, Basic ELP (PP-12).
4. Bower, Millie	5-YEAR REGULAR ELEMENTARY. STANDARD: Standard ELP (-12).
5. Bray, Nancy	BASIC: Basic Elementary PP-9, self-contained classroom.
6. Clark, Betty	5-YEAR TEACHING: exceptional children, school psychologist 5-YEAR GENERAL - EXCEPTIONAL CHILDREN STANDARD PERSONNEL SERVICE: Standard counseling PP-12 SUPERVISOR: Special education.
7. Cornell, Bob	STANDARD: Standard Elementary PP-9, Standard ELP (PP-12).
8. Fisher, Helen	STANDARD: Basic Elementary PP-9, Standard Speech Handicapped PP-12, Basic ELP (PP-12).
9. Garver, Virginia	STANDARD: Standard Elementary PP-9, Standard ELP (PP-12).
10. Gillmore, Virginia	5-YEAR ELEMENTARY 5-YEAR REMEDIAL READING.
11. Hayes, Dorothy	STANDARD: Basic Elementary PP-9, Standard ELP (PP-12).
12. Kellow, Ferne	STANDARD: Standard Elementary PP-9, Basic ELP.
13. Laswell, Iris	STANDARD: Standard Elementary K-9, Stan. Counseling K-12, Stan. Supervisor, Stan. ELP K-12.
14. Libke, Helen	BASIC: Basic ELP (PP-12) 5-YEAR REGULAR ELEMENTARY.
15. McClain, Bob	5-YEAR SPECIAL EDUCATION.
16. Madden, Marty	5-YEAR ELEMENTARY STANDARD: Standard ELP K-12, Standard supervision of Special Education.
17. Martin, Judy	BASIC: Basic Elementary PP-9.
18. Miller, Sam	BASIC: Basic Elementary PP-9.
19. Padgett, Lila	STANDARD: Standard Elementary K-6 and 7-8 in an elementary school, Basic ELP K-12.
20. Randall, Paul	STANDARD: Standard Elementary PP-9 BASIC PERSONNEL SERVICE: Standard Counseling PP-12.
21. Rogers, Bev	STANDARD PERSONNEL SERVICE: Standard Counseling PP-12.
22. Schwandt, Kay	BASIC: Basic Elementary PP-9.
23. Silver, Gay	BASIC: Basic Elementary PP-9, self-contained classroom, Basic ELP (PP-12).
24. Steinke, Sheryl	5-YEAR REGULAR SECONDARY.
25. Tims, Margaret	5-YEAR REGULAR ELEMENTARY BASIC: Basic ELP (PP-12) BASIC PERSONNEL SERVICE: Basic Counseling PP-12.
26. Waldvogel, Jo Ellen	BASIC: Basic Elem. PP-9, self-contained classroom, Stan. Art PP-12, Basic Reading (Combined) PP-12.

TABLE A-5

Types of Certificates And Endorsements Held
By Reading Specialists As Of June 1, 1977

Type of Certification	Endorsements or Norms
Basic (3 year)	Basic Elementary Pre-primary through 9 Self-contained classroom
Standard (5 year)	Standard Elementary Pre-primary through 9 Kindergarten through 9 K-6 and 7-8 in an elementary school
5-year elementary	
5-year regular elementary	
5-year teaching	
5-year regular secondary	
5-year general-exceptional children	
5-year special education	
5-year remedial reading	
Basic personnel service	Basic ELP (Extreme Learning Problems exclusive of mental retardation) Pre-primary through 12 Kindergarten through 12
Standard personnel service	Standard ELP (Extreme Learning Problems exclusive of mental retardation) Pre-primary through 12 Kindergarten through 12
Supervisor	Basic Counseling Pre-primary through 12
	Standard Counseling Pre-primary through 12 Kindergarten through 12
	Basic secondary 5-12
	Basic social studies 5-12
	Standard music K-12
	Exceptional children
	School psychologist
	Special education
	Standard speech handicapped PP-12
	Standard supervisor
	Standard supervision of special education
	Standard art
	Basic reading (combined) PP-12

How Tables A-6 - A-15 Were Constructed

Tables A-6 through A-15 were constructed in a similar manner. Verbatim responses made by the people interviewed were grouped into categories. Representative verbatim statements were listed for each category and where room permitted, all verbatim statements were listed. Totals were calculated for categories only, not for the verbatim statements. In the three schools where two reading specialists worked, the responses of the reading specialists were identified separately with a capital X and a capital O as follows:

River Road	X	Bob Cornell
	O	Karen Antikajian
McCornack	X	Lila Padgett
	O	Millie Bower
Laurel Hill	X	Bob McClain
	O	Sheryl Steinke

When both specialists gave the same answer, an X and an O were superimposed [⊗] to indicate a double response.

In Tables A-8, A-12, and A-15, responses were checked under the name of the reading specialist; in Tables A-6, A-7, A-9, A-10, A-11, A-13 and A-14, responses were checked under the school at which the reading specialist worked.

As explained in the introduction of this report, the scope of this reading evaluation includes all thirty-one elementary schools and three alternative school programs -- Eastside, Magnet Arts and the Traditional Alternative School. Since reading specialists did not work at Magladry, Santa Clara, Whiteaker, Eastside, and Traditional, the answer columns for these schools are blank.

Role Description of Reading Specialists

Table A-6 identifies responses to the question, "What is your role in this school?" Four activities were performed by all, or almost all, reading specialists. These were: teaching children, diagnosing and evaluating, coordinating material selection process, and consulting with teachers and principals. Thirteen additional general activities were mentioned by less than one-half of the specialists and these seventeen

TABLE A-6 What is your role in this school?

	Churchill								North						Sheldon						South								
	Adams	Bailey Hill	Crest Drive	Magnolia	McCormick	Patterson	Traphagen	Twin Oaks	Wedgewood	Annapolis Park	Howard	Rice Road	Santa Clara	Sunny Lea	Spring Creek	Coburn	Gilham	Meadow Lark	Washington	Whispering Oaks	Whitehaven	Condon	Dunn	Eastside	Edgewood	Edison	Fox Hollow	Harris	Laurel Hill	Lincoln	Maple Arts	Parker	Whittier	Willard	Total
1 Teaching children	X	X	X		●	X		X	X	X		●		X	X	X	X	X		X		X		X	X	X	X	●	X		X		X	27
teaching children with reading problems	X		X		●	X		X	X	X		●		X	X	X		X				X			X	X	X	●	X		X		X	
working with Title I students					●	X						●				X												●	X					
no instruction with children/rarely teach											X								X		X									X				
work with top students/enrichment						X									X													O						
kindergarteners, Language Development																		X																
teach in back-to-back																												C						
open gamma period						X																												
2 Diagnosing and evaluating individual students	X	X	X		●	X		X	X	X	X	●		X	X	X	X	X	X	X	X	X		X	X	X	X	●	X	X	X		X	32
new students					X											X		X									X	X	X				X	
testing for placement	X				●													X		X				X			X		X					
re-assessment of students/ongoing evaluation																									X			X						
remediation at all levels																						X												
provides tests for teachers																				X														
3 Coordinating material selection process	X	X	X		●	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	●	X	X	X		X	31
order materials		X				X		X							X													O					X	
provide materials for preview	X	X													X																		X	
serve as resource for materials	X		X		●	X			X	X					X			X		X							X				X			
4 Consulting with teachers, principal	X	X	X		●	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	●	X	X	X		X	31
help teachers by request					X							X										X												
participate in staffings/or set up staffings		X	X					X										X														X	
working on a Title I team												X															X							
supervise and evaluate each teacher's reading program																								X										
visit reading groups and give recommendations																													X					
5 Prescribing individualized programs	X	X	X			X				X					X			X		X	X		X		X								12
remediation at all levels																						X												
6 Training tutors, aides, volunteeers			X		X				X	X														X	X	X		X	X			X	10
Ercape coordinator																												X						
7 Demonstrate/provide inservice	X	X	X		X			X		X		X		X	X																			10
8 Consulting with parents			X	X		X	X		X							X		X	X								X			X			10
9 Coordinate school reading program	X			X						X	X	X			X				X		X				X									7
revising school reading program												X																							
management-facilitator role																									X									
cooperate in planning reading program				X							X																							
leadership role			X							X										X							X							
10 Coordination of standardized testing/test all intermediate grades						X										X			X		X						X			X		X		7
11 Make outside referrals																X	X	X				X							X					5
12 Serve on reading committee/building and/or district/convenor North Area														X				X																2
13 Very similar to new role description											X																							1
14 Attend workshops to improve																		X																1
15 Teach a math class															X																			1
16 Playground duty															X																			1
17 Does reading activities only																X																		1

TABLE A-7. Is your role similar to other reading specialists in District 43?

| | Churchill | | | | | | | | | North | | | | | | Skeleton | | | | | South | | | | | | | | |

general activities included forty-three specific activities.

Table A-7 identifies responses to the question, "Is your role similar to other reading specialists in District 4J?" Table A-7a, below, shows that approximately two-thirds of the responses were "no" or "don't know." As Table A-7 shows, five of the thirteen "yes" answers were unqualified by additional statements. None of the twelve "no's" were unqualified and nine of the twelve "no" responses were made by persons who have a combined role and who were not full-time reading specialists. Twelve of the thirteen "yes" responses were made in the Churchill and South regions; four of the seven "don't know" responses were made in the North region, with one each in the other three regions.

TABLE A-7a

Answers By Region To The Question
"Is Your Role Similar To Other Reading Specialists In District 4J?"

	Churchill	North	Sheldon	South	Total	Percent of Total
Yes.....	6	...	1	6	13	40.6
No.....	1	2	4	5	12	37.5
Don't Know.....	1	4	1	1	7	21.8
					32*	99.9

* Of the thirty-four schools evaluated, five did not have reading specialists (34-5=29). Three schools had two specialists (1+1+1=3). Therefore, total responses in Table A-7a were 29+3=32.

Table A-8 identifies responses to the question: "What do you think the role of the reading specialist should be?" A total of twenty-six responses was possible. Two additional sources of information were used in identifying responses: If a person stated, "What I do now", their answers from Table A-6 were used; if they responded "Per the new role description", their answers from that description were used (see Appendix A-2). Six role functions were mentioned by more than one-half of the reading specialists. These were: teach children with reading/learning problems; consult with and/or assist classroom reading programs; screen, diagnose, prescribe, and evaluate children; coordinate total school reading programs; and provide leadership in previewing, selecting and ordering materials.

Eighteen general activities were mentioned. These eighteen categories included forty-five specific activities.

Strengths, Weaknesses and Effectiveness of Their School's Reading Instruction

Each specialist was asked to name the strengths and weaknesses of their school's reading instruction. The five specialists who worked at more than one school were asked about each school at which they worked. Specialists were asked to name as many strengths and weaknesses as they wished.

Table A-9 summarizes the responses to "What are the strengths of this school's reading program?" The most frequently mentioned factors attributed to strengthening school reading programs involved personnel. Specialists for twenty-one schools made references to the quantity and quality of personnel.

An additional sixteen responses referred to good management and/or tracking systems. These factors related mainly to how children were grouped for the purposes of reading instruction and provisions for students who learned faster than other students.

TABLE A-8. What do you think the role of the reading specialist should be?

	Churchill						Davis						Dayton						Lyon						Wayne						Total
	Bowen	Greenwood	Hoggatt	Kilmer	Mansfield	Talbot	Bellamira	Bethune	Chadwick	Crockett	Davis	Wilson	Crane	Dayton	Fairfax	Franklin	Jefferson	Roosevelt	Bunche	Carver	Douglass	Edison	Emerson	Garfield	Harding	Hayes	Hoover	Lincoln	Monroe	Taft	Woodrow Wilson	
Teach children with reading/learning problems	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	34
reinforce classroom instruction																														X	1
work in small groups				X																											1
Consult with and/or assist classroom reading programs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X			X	X	X	22
give input to teachers																X															2
encourage people to do different kinds of things, taking classes													X																		2
helping with individual children in the class																														X	1
What I do now		X						X	X		X	X			X	X															10
Coordinate total school reading program	X		X			X	X	X	X		X	X	X			X	X	X	X			X	X			X		X		X	16
being leader in school in field of reading																									X						1
leadership in developmental reading program																															1
providing leadership in getting up programs										X																					1
developing program/planner facilitator																											X				2
consultant and resource to total building program																X														X	2
in cooperation with principal																															1
Screen, diagnose, prescribe, evaluate children		X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X		X		X		X		X		X	19
final evaluations																									X						1
screen new students				X										X																	2
keep adequate records														X																	1
explain diagnostic results to teachers													X																		1
coordinate use of standardized tests and results		X			X	X		X		X					X		X					X				X				8
ongoing evaluation														X																	1
Train and supervise teachers	X	X			X	X		X	X	X	X	X		X			X					X					X	X		X	13
teacher education											X			X																	2
help teachers acquire new methods														X																	1
go in classrooms and demonstrate reading techniques		X												X														X			3
offer professional library to teachers														X																	1
offer inservice		X							X		X	X		X																	5
Per new role description			X				X	X		X								X													5
Provide leadership in previewing, selecting and ordering materials		X	X	X	X	X	X	X	X		X	X		X	X	X					X		X	X	X	X			X	19
on top of materials														X												X					3
ordering, demonstrating new materials				X																											2
provide materials to teachers														X	X																3
evaluate effectiveness																															1
develop resource materials for remedial programs														X																	2
Consult with parents		X	X	X	X	X	X	X		X		X		X	X	X			X	X			X								15
Depends on needs of staff/meet the needs of the staff									X		X	X																			4
Depends upon facilities available									X																	X					2
Thrust should be prevention/early intervention												X		X																	3
Provide enrichment for top students (all exceptional students)		X			X	X		X			X					X			X				X							9
Train volunteers		X			X	X	X	X	X		X			X		X							X	X							12
Depends upon school population									X																	X					2
If you have 3 schools you may only be able to serve as a resource	X																														2
Make outside referrals														X																	1
Full-time in one school																										X					1

TABLE A-9. What are the strengths of this school's reading program?

	Churchill									North						Sheldon						South												
	Ashley	Bailey Hill	Carol Dixon	Daugherty	McCutcheon	Patterson	Tradewood	Twin Oaks	Shelmerdine	Austin Pitts	Howard	Bear Road	Spicer Clark	Silver Lea	Spring Creek	Calvert	Colgan	Braddock Lane	Washington	Wickersham	Wilkerson	Condon	Dumas	Eastside	Edgewood	Edison	Fox Hollow	Harris	Laurel Hill	Lincoln	Maryvale Area	Parker	Whittier	Wood	Total
PERSONNEL RESOURCES	X	X	X		●				X	X	X	●		X	X	X	X	X	X	X			X		X			X					X	21
adequate support staff																	X																	
leadership of reading specialist														X																				
staff attitude for continuing improvement/willing to take inservice										X	X			X	X																			
strong administrative support from principal											X					X							X		X			X						
commitment of staff/high priority	X		?		X										X	X	X	X	X														X	
everyone concerned with teaching basics																																	X	
capable teachers	?				O				X	X		●								X			X											
one trained teacher at each level to do remedial work																									X									
Title I additional staff					O							X					X										X							
utilizing teacher strengths		X																																
CHILD MANAGEMENT/TRACKING SYSTEM				X	●					X	X			X		X	X	X	X	X	X				X		X	X		X				6
back-to-back, performance/ability groups											X					X	X	X		X							X	X						
time priority placed on reading																									X									
small group instruction																				X							X			X				
strong testing program					O														X															
provisions for remediation					X					X				X																				
provisions for gifted														X																				
CONSISTENT DEVELOPMENTAL PROGRAM K-6 /PLAN					●			X	X		X								X	X	X		X			X	X			X				12
INSTRUCTION			X		X	X				X	X					X			X								X							8
phonetic based materials					X					X	X																								
comprehension strand											X																								
direct instruction/Distar																X																			
Distar Language Program																X																			
use of individual diagnostic prescriptive techniques			X			X													X															
providing for flexibility/different kinds of learning																											X							
MATERIALS		X			X	X		X				●					X	X	X								●							11
extra materials through Title I												●					X																		
variety of materials/flexibility of materials		X																X									●							
ECRI influence						X		X																											
adequate supplementary materials		X			X														X															
ORGANIZATION DIRECTED TOWARD THE NEEDS OF CHILDREN	X	X			O			X		X												X					O		X					8
CONTINUITY IN ORGANIZATION	X				X			X											X	X														5
follow through from grade to grade (1-3 and 4-6)	X																																	
all elements of the program implemented					X																													

Table A-10 records responses to the question, "What are the weaknesses of this school's reading program?" Specialists working in twenty-two schools gave answers referring to the school's reading instruction. Specialists in fifteen schools mentioned a lack of continuity, planning or communication. Also, weaknesses in the quality or quantity of personnel were mentioned in fifteen schools.

Table A-11 records answers to the question, "Does this school have an effective reading program?" Specialists working in twenty-seven schools replied yes and qualified their answers by referring to nine general reasons and thirty-seven specific reasons. Specialists for four schools said yes and no and qualified their answers with five specifics.

Nine reading specialist responding for eight schools supported their "yes" statements by indicating that the children's needs were being met. Eight "yes" responses related total staff commitment/administrative support as significant in their effectiveness.

Table A-12 records the responses to the question "In your opinion, what makes a reading program effective?" Nineteen responses identified factors related to the quality and quantity of personnel as having the most impact on reading program effectiveness. For example, these statements included comments that an effective reading program needed good, knowledgeable teachers who are in agreement on the program direction and committed to its implementation. Seventeen responses related to approaches and methods of teaching reading. The most common response was that a "strong phonics and decoding emphasis" makes a reading program effective.

TABLE A-10 What are the weaknesses of this school's reading program?

	Churchill								North						Sheldon					South									Total
	Adams	Bailey Hill	Crest Drive	Nagaury	McCornack	Patterson	Transitional	Twin Oaks	Westmoreland	Audrey Park	Howard	River Road	Santa Clara	Silver Lea	Spring Creek	Cowan	Graham	Meadow Lark	Washington	Willoughbride	Wilderness	Condon	Dunn	Eastside	Edgewood	Edison	Fox Hollow	Harris	Laurel Hill	Lincoln	Maynel Arts	Parker	Whittier	Wolfe	
INSTRUCTION		X				X		X	X	X		X		X	X		X	X	X		X	X		X	X		X	■		X	X		X	22
Not enough...																																			
direct instruction						X								X	X															X				
supervised practice/reinforcement															X				X			X												
enrichment for gifted										X				X					X				X		X									
acknowledgement of achievement in reading										X																									
phonetic instruction												X						X								X								
lack of Distar track through this school																		X																
flexibility in method/materials								X																											
too tied to one set of materials								X																											
comprehension instruction																																	X		
Too much...																																			
flexibility in materials						X												X										n						
resistance to new materials/methods		X						X									X				X							X						
variation in philosophy-methodology						X						X																■			X		X		
in a transitional phase with different philosophies/beginning to be resolved																															X				
LACK OF CONTINUITY/PLAN/ARTICULATION/COMMUNICATION	X		X		X	X						■	X	X	X		X	X	X	X								■					X	15
in school's program	X					X						■	X	X	X			X															X	
in district program												X	X																0						
in materials			X															X																
in implementation															X					X									X						
between grades/units	X		X															X	X	X									■					
between teachers															X																			
between teachers and reading specialist															X					X									X					
with total language arts curriculum					X																													
in test feedback information																			X															
between team members																												X						
class loads too large																	X																	
MATERIALS										X	X								X			X							X					5
lack of adequate materials										X	X								X			X							X					
lack of money for materials											X																								
PERSONNEL	X	X	X		■						X				X	X	X		X		X		X		X		0						15
lack of adequate staff															X	X																			
personnel to provide instruction for physically handicapped children																	X																	
aides/support personnel																X			X															
not enough reading specialist time	X				X						X														X		X							
difficult for reading teacher to be effective one day a week																																			
difficult to meet the needs of kids with problems																																			
my program runs 2 days a week; it would be more effective 4 days a week					0																														
not enough teacher expertise in remediation		X	X																	X		X												
not enough inservice/workshops																												0						
FACILITIES															X																			1
not enough space/facilities															X																			

TABLE A-11 Does this school have an effective reading program?

	Churchill									North					Sheldon					South												
	Adams	Bailey Hall	Crest Drive	Magnolia	McCormack	Patterson	Tropicana	Twin Oaks	Westmoreland	Academy Park	Hayward	River Road	Santa Clara	Sunset Lea	Spring Creek	Caldwell	Gilham	Meadow Lark	Washington	Whitehaven	Willowbrook	Carden	Chase	Eastside	Edgewood	Edson	Fox Hollow	Harris	Laurel Hill	Lincoln	Magnet Arts	Porter	Westside	Wilford	Total
YES	X	X	X		X	X		X	X	X	X			X		X	X		X	X		X	X		X	X	X	X	X	X			X	28
evaluations/testing validate											X			X												X	X			X				6
we are doing an extensive evaluation of beginning reading to prove it											X																							1
I see not so many low kids																											X							1
this year we are evaluating with Metro at mid-year, showed gains																													X					1
childrens' needs are being met					X	X			X													X	X			X		X			X			6
shift from basal developed an awareness that all kids don't learn the same																															X			1
we have criterion-referenced testing for every unit of work, so if a child is not achieving, we reteach him					X																													1
flexibility																										X		X						2
teachers are concerned about best placement of kids																										X								1
all children are being challenged, no matter what skill level																						X												1
children that need help get it; children that are average get the looser program						X																												1
problem kids are immediately referred to me																							X											1
good at getting to students who are mobile								X																										1
ability grouping/small groups																X											X							2
back-to-back																X											X							2
continuity of school program								X											X															2
have a reading plan/diagnostic procedures with testing program																			X															2
good, stable teachers/staff									X	X									X						X		X							5
working at it very diligently																											X							1
teachers are quick to pick up on where things are happening in their groups																									X									1
staff is continually seeking to upgrade program										X																								1
minimal staff turnover										X																								1
instruction/program																	X		X														X	3
working with 1st and 2nd graders on preventive level																			X															1
getting more materials to support program																			X														X	2
they emphasize important skills																																	X	1
primary is very strong, intermediate somewhat weaker																	X																	1
total staff commitment/administrative support								X		X						X			X			X		X			X				X			6
full experienced administrative support																X											X							2
reading is a priority with all the teachers and the administration																						X		X										3
we've done a lot of work and thinking through as a staff on what we are doing, looking at our program, shoring up weaknesses as we perceive them																															X			1
leadership of reading specialists	X										X																							2
reading specialists in North Area responsible for total reading program											X																							1
I have helped draw things together, set tone	X																																	1
continuity of materials								X	X		X					X																			4
we use Houghton-Mifflin, 3rd and up											X																							1
use Distar, Direct Instruction, Distar Language Program																X																		1
YES AND NO												M			X			X		X														4
depends on grade level												D								X														2
depends on particular grade level and rooms at grade												D																						1
some areas are effective																				X														1
depends on teacher												D																						1
depends on teacher and instruction she gives												D																						1
shows improvement														X																				1
not according to our test scores; but we are better this year, we are improving and getting good materials														X																				1
childrens' needs not being met																	X																	1
we are above the district and publisher norms on standardized tests but we have some children whose needs are not being met																	X																	1

TABLE A-12 In your opinion, what makes a reading program effective?

	Churchill						North							Sheldon						South											
	Bower	Schwandt	Padgett	Silver	Alvestad	Libke	Gillmore	Fellow	Astikaejan	Cornell	Madden	Garver		Clark	Martin	Fisher	Lasvell	Randall	Hayes	Rogers	Abbott	Miller	Steinke	McClain	Bray	Time		Waldvogel		Total
INSTRUCTION	X			X			X	X	X		X				X		X		X	X	X		X	X	X		X		X		17
strong phonics/decoding emphasis (especially in the beginning)	X							X	X		X									X			X	X	X		X		X		
teach word attack skills																													X		
total language arts approach				X																X											
a combination of speaking, writing, listening, reading experiences				X																											
vocabulary extension/sight words																							X		X				X		
strong comprehension component																				X			X		X		X		X		
direct instruction							X				X				X							X									
diagnostic-prescriptive programs/techniques																	X		X		X				X						
a diagnostic component with continuous evaluation																	X														
enrichment/extend reading activites/literature							X				X																				
MANAGEMENT/TRACKING SYSTEMS			X		X		X			X	X			X	X	X	X	X			X										11
good classroom management program														X		X															
creative, exciting ways to practice and/or use reading							X																								
specialized programs available for those who need them											X				X	X					X										
provision for remediation/handicapped learners															X						X										
provision for gifted															X																
predetermined, strong evaluation measures			X							X					X	X					X										
use Scope and Sequence as a guide, use post tests to identify weaknesses										X																					
a building testing program			X																												
ability grouping (place children in materials at their levels)					X										X																
small groupings (back-to-back possibly)															X	X															
good pacing											X																				
adequate monitoring/record keeping																	X	X	X		X										
DEVELOPMENTAL PROGRAM WITH SKILLS SEQUENCE	X		X		X							X			X		X		X												
having a core program																	X														
MATERIALS		X	X		X		X	X			X				X	X	X	X	X						X						12
adequate variety and supply of materials for all children		X					X	X							X		X	X	X												
attractive, appealing materials			X				X												X						X						
continuity of materials between grades					X						X																				
adequate budget															X																
PERSONNEL	X	X	X		X	X		X	X	X	X	X		X	X	X	X	X	X			X	X	X							19
committed to program		X	X					X	X	X				X		X															
total staff agreement on direction of program	X	X							X			X		X																	
good, knowledgeable teachers		X	X					X		X	X	X			X			X	X			X									
teachers must know program and be able to do it			X								X																				
able to use a wide variety of materials/approaches					X	X				X	X							X					X								
know sequence of skills and be well-organized																X						X									
enthusiastic teachers	X				X	X					X				X							X		X							
positive attitude of teachers and aides															X																
flexibility/an ability to communicate with staff		X								X													X	X							
cooperation among staff		X				X																									
adequate support people															X	X	X	X													
at least one reading specialist per school/one full-time aide for reading only															X																
reading is a priority with staff		X																													
administrative support																X															
CONTINUITY/COORDINATION	X									X	X						X						X	X							6
continuity, coordination (unspecified)	X									X	X												X	X							
communication/coordination, district-wide																							X								
method of articulation between levels																	X														
STUDENTS				X		X	X																								3
students with positive attitudes toward reading						X	X																								
provide lots of success so child can move up				X																											

Screening and Selection

Table A-13 identifies responses to two questions. First, "What was the screening process? What materials did you use?" and secondly, "On what basis are children selected to receive instruction from you?" The words "screening process" referred to the method or tests used to determine the reading level and needs of students in the school. As Table A-6 shows, reading specialists reported that one of their major activities was diagnosing and evaluating individual students. The twenty-six specialists reported using twenty-seven different tests and the most frequently used instruments were the District Scope and Sequence Tests, Informal Reading Inventories, and Metropolitan Standardized Reading Tests. The most common criteria for selection were teacher judgment and test results. "Teacher judgment" referred to the practice whereby the classroom teacher decided which students should receive help from the specialist. The "test results" referred to are the results on the twenty-seven kinds of tests identified by name of test in Table A-13.

The Reading Specialists' Recommendations for Improvement in the District's Reading Instruction

Table A-14 summarizes the responses to the question, "What changes would you like to see in your reading program?" There was an interpretation problem with the word "your" expressed by the people interviewed. It was not clear if the question related only to the reading specialist's own program or to the school's program. Interviewers encouraged each reading specialist to respond in terms of both programs.

Twenty-six responses representing twenty-two reading specialists related to the need for more time and better management of time. Thus, 80 percent of the reading specialists indicated that more reading specialist time for the instruction, planning, and evaluating of individual children, as well as more support staff time, was needed in most schools.

Also, in nine schools more continuity and coordination were needed among the school's staff in the use of materials and in reporting to parents. In eight schools, more money was perceived to be needed for special programs and materials.

TABLE A-13 What was the screening process? What materials did you use? On what basis are children selected to receive instruction from you?

	Churchill										North						Sheldon					South																				
	Adams	Bailey Hall	Carol Drive	Mapleby	McCracken	Patterson	Traditional	Twin Oaks	Westbrook	Andrew Park	Howard	River Road	Santa Clara	Silver Lea	Spring Creek	Coburg	Gahagan	Maple Lark	Warrington	Willowbrook	Wolfpen Pt.	Condon	Dunn	Eastside	Edgewood	Edison	Fair Hollow	Harris	Laurel Hall	Lincoln	Magnet Arts	Parker	Whitaker	Wood	Total
SCREENING INSTRUMENTS:																																			
District Scope and Sequence Tests		X	X			X		X	X	X	X			X	X				X	X	X		X		X	X		X					X	17
Informal Reading Inventories			X		X	X		X	X	X	X			X	X			X					X		X			X	X			X			15
Metropolitan Reading Tests		X	X		X	X		X	X		X	(3)		X			X	X	X	X								X	X						16
Group Word Analysis Tests		X	X			X				X				X					X		X		X	X						X					12
Gray Oral										X	X	X		X		X		X		X															8
Diagnostic-Prescriptive Reading Inventory					X					X	X			X	X				X	X							X								8
District Beginning Reading Skills Inventory		X						X				(3)			X		X																		6
Silvaroli Informal Reading Inventory					X	X								X		X	X			X													X		7
Houghton Mifflin Inventory					X			X		X											X												X		6
One-minute Oral Reading Test										X					X								X		X				X				X		6
Gates-MacGinitie Reading Tests											X			X				X			X														4
Ginn Placement Test										X					X				X																3
Slosson Word List																			X														X		3
Teacher judgment based on previous year		X																									X	X							3
Boehm-Caldwell Pre-school Inventory										X		X																							2
Distar Placement Tests										X						X																			2
Woodcock Reading Mastery Test					X											X																			2
Teacher-made sound test										X																	X								2
Houghton Mifflin Mastery Tests									X																										1
McCracken Word Analysis										X																									1
Queen's College Word List										X																									1
Monroe 7-minute Test										X																									1
Dolch Word List										X																									1
Frostig										X																									1
Stanford Diagnostic Tests										X																									1
S.R.A. Basic Reading Inventory										X																									1
WRAT (Wide-Range Achievement Test)						X																													1
CRITERIA FOR SELECTION OF STUDENTS TO RECEIVE HELP																																			
Test results: standardized/diagnostic		X	X		X	X		X		X		(3)			X		X		X				X		X		X	X	(3)	X		X	X		20
Teacher judgment/observation		X	X		X	X		X		X		(3)			X	X	X	X	X				X		X	X	X	X	(3)		X		X		22
Not applicable: do not instruct											X									X		X								X					4
Parent request						X																													1
Reading Specialist recommendation																			X																1
Self-referral (by student)										X																									1

240

TABLE A-14 What changes would you like to see in your reading program?

| | Churchill | | | | | | | | Harris | | | | | | Sheldon | | | | | | South | | | | | | | |

Table A-15 identifies responses to "What changes would you like to see in the district's reading program?" The area of greatest agreement was the need for district-wide coordination of reading. Twenty-one reading specialists mentioned coordination at the district level in terms of program materials, of philosophy, of written agreements, of evaluation, of record keeping, of articulation between grade levels. Twelve reading specialists indicated the need for a district reading coordinator in order to make such coordination possible.

Fifteen reading specialists stated that they should be removed from the 18.4 staffing allotment. Two reasons were given: 1) since schools are receiving state monies through the Extreme Learning Program for partial funding of reading specialists, they should be considered separately; and 2) choosing whether or not to have a reading specialist in a school can involve personalities rather than considering the needs of students.

The need for more reading specialist time in the schools was identified by eleven reading specialists in Table A-15. Comparing these responses with the same categories in Table A-14, a total of seventeen reading specialists indicated a need for more reading specialist time.

Table A-16 lists the reading specialist/student ratio in each school. This comparison of the teaching load with the amount of time that reading specialists spent at a school shows wide variation. It suggests that the work loads of reading specialists were unequal. However, as indicated in the footnote, the data under Number Referred is only an estimate. In addition, some reading specialists in responding to the question included all children referred and others only counted those given long-term remedial instruction.

TABLE A-15 What changes would you like to see in the District's reading program?

	Churchill							North							Sheldon						South											
	Boser	Schwandt	Padgett	Silver	Alvestad	Lake	Gillette	Kelton	Antikaitis	Cornell	Madden	Garver	Clark	Martin	Fisher	Lassert	Randall	Hayes	Roberts	Abbott	Miller	Steinke	McCabe	Bray	Tims	Waldvogel	Total
DISTRICT COORDINATION OF READING AND READING SPECIALISTS/MORE CONTINUITY	x	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X		21
that does not bind teachers to use one program									X			X															
District coordinator for reading	X	X	X		X		X	X				X	X	X	X					X		X					
District-wide coordination of reading						X	X					X	X			X		X		X			X		X		
more District-wide workshops and meetings to share expertise		X	X	X			X						X			X				X						
regional diagnostic team													X														
more contact with Jr. and Sr. High reading specialists		X																									
MORE CONTINUITY DISTRICT-WIDE	X		X	X	X	X		X	X		X	X	X			X		X			X		X			X		14
written agreements for kindergarten reading								X																			
follow Scope and Sequence			X			X			X																		
District-wide reading card	X			X	X	X																			X		
reporting to parents more uniform					X																						
TOTAL DISTRICT AGREEMENTS-ONE PROGRAM/PHILOSOPHY	X		X		X	X		X		X	X	X								X		X	X				11
not four regions	X							X		X													X				
narrow choices of programs and materials			X		X	X														X		X					
emphasize prevention in early years												X										X					
define mastery levels and criteria for movement to higher level												X															
more emphasis on reading											X																
TAKE READING SPECIALISTS OUT OF STAFFING ALLOTMENT	X		X		X	X	X	X		X	X		X	X	X	X		X					X		X		15
in some schools it gets to be a personality thing															X												
State guidelines call for them to be separate											X																
MORE READING SPECIALIST TIME IN SCHOOLS	X		X					X		X			X	X	X		X	X		X				X			11
Reading specialists should be full-time (per new role description)	X							X												X				X			
each school should have a reading specialist	X		X														X										
BETTER TRAINING FOR TEACHERS			X	X	X	X	X			X	X							X	X		X						10
more inservice for teachers/required			X	X	X		X				X							X									
train teachers to use more effective techniques																					X						
better University training for teachers						X				X								X									
QUALIFICATIONS/JOB DESCRIPTIONS OF READING SPECIALIST, ELP TEACHER DEFINED	X	X			X	X					X			X	X		X			X							9
reading specialist work directly with children						X																					
reading specialist used only for reading instruction													X														
reading specialist role should be consultant only																	X										
BETTER INSTRUCTION			X								X		X			X			X		X	X					7
provide for upper and lower 2% of students											X					X											
more direct instruction											X																
better articulation K-12 for Language Arts			X																								
more Distar and Corrective Reading available																			X								
emphasize writing skills																			X								
provide reinforcement for beginning readers																						X					
include language component													X														
ability grouping																					X						
MORE MONEY FOR READING PROGRAMS		X				X								X			X							X			5
separate budget for ELP materials														X													
CENTRAL MATERIALS RESOURCE CENTER		X			X								X						X								4
TESTING										X		X								X	X						4
revise and expand Scope and Sequence tests																				X	X						
select standardized tests that provide parallel pre and post data										X																	
psychological evaluation and diagnosis												X															
DECREASE CLASS SIZE (especially in primary grades)														X													1
VOLUNTEER RESOURCES IN THE COMMUNITY(find a better way to tap those resources)		X																									1

TABLE A-16 Reading Specialist F.T.E., School Enrollment 1976-77, Number of students referred[1], Percent of enrollment.

1.0 F.T.E. One School				1.0 F.T.E. Two Schools				.5 F.T.E. Combined Role One School				.4 F.T.E. Combined role Two Schools				.5 F.T.E. only			
Name	Enrollment	Number Referred	%	Name	Enrollment	Number Referred	%	Name	Enrollment	Number Referred	%	Name	Enrollment	Number Referred	%	Name	Enrollment	Number Referred	%
Bray	161	90	56	Abbott	227	30	13	Antikajian	(420)	130	31	Rogers	241	18	7	Waldvogel	269	100	37
					424	85	20						164	15	9				
Cornell	(420)[2]	150	38	Alvestad	211	75	35	Clark	167	N.A.									
					230	175	76												
Garver	442	212	48	Bower	239	153	64	Fisher	365	20	5								
					(345)	72	21												
Gillmore	552	120	22	McClain	171	20	12	Hayes	251	No response									
					(123)	50	41												
Lasvell	404	80	20					Kellow	428	150	35								
Libke	368	105	28					Miller	229	45	20								
Madden	386	No Response						Randall	302	35	12								
Martin	296	50	17					Steinke	(123)	30	24								
Padgett	(345)	44	13					Tims	249	97	39								
Schwandt	362	90	25																
Silver	214	88	41																

[1] The number of students referred are estimated since reading specialists generally do not keep a record of every child who is referred, especially if only for testing. Records usually are kept on those children who receive instruction on a regular basis.

[2] Parentheses are used to indicate a shared population since three schools have more than 1.0 F.T.E.

Discussion of Data

Table A-17 is a summary of the most common responses in Tables A-9, A-10, A-12, A-14, and A-15. Eight responses, or one-third, of the reading specialists were used as the cut-off for inclusion in Table A-17. The responses are rank-ordered from one to five, with the number of responses made included in each box. In general, Table A-17 shows that many schools were described as having good staff and good management, but weak instruction and inconsistent programs. The solution suggested under Changes was district coordination and more instructional time.

1. Need for Job Clarification

In general, there appeared to be no district-wide coordination regarding the selection, job assignment, work activities, or work load of reading specialists. The wide diversity of job titles, certification, endorsements, work activities, and work loads was indicative of an administratively disorganized occupational group.

In comparing Tables A-6, A-7 and A-8, there was considerable agreement between what reading specialists said they did and what they thought they should be doing. The four role functions identified in each table as the four most frequent responses were essentially identical. The one exception was "coordinate total school reading program." Eighteen reading specialists stated that they should be doing this, but only nine indicated that they were.

Though commonalities in role were identified, so was diversity in role functions. In Table A-6, seventeen functions were indicated of which thirteen were shared by less than one-half. In Table A-8, sixteen descriptors were identified, of which eleven were shared by one-half or less. These findings helped, in part, to explain the responses in Table A-7 with almost equal numbers responding "yes," their role is similar, "no," their role is not similar, and seven responding "I don't know." Lack of communication between reading specialists in both regions and in the district was mentioned as an explanation for either not knowing or being vague about role similarity.

TABLE A-17

Summary of Most Common Responses - Table A-9, A-10, A-12, A-14, and A-15

	Table A-9 Strengths	Table A-10 Weaknesses	Table A-12 Program Effectiveness	Table A-14 Changes in School	Table A-15 Changes in District
1	Experienced Personnel 21	Weaknesses in Instruction 22	Strongly Committed Personnel 19	More Instructional 26	District Coordination, Continuity, Agreement 21
2	Good Management Tracking Systems 16	Lack of Continuity, Communication, Program Plan 15	Effective Instruction 17	More Continuity, Coordination 9	Take Reading Specialists Out of the Staffing Allotment 15
3	Consistent, Developmental Program 12	Need for Additional Staff 15	Adequate Variety and Supply of Materials 12	More Money 8	More Reading Specialist Time 11
4	Instruction Phonic Based 8		Good Classroom Management 11		Better Training for Teachers 10
5	Organization Directed Toward Needs of Children 8				Job Qualifications of Reading Specialists Defined 9

2. Need for Centralized Accountability of Reading Specialists

On the one hand, during 1976-77 under the staffing policy of the district, individual reading specialists were responsible to the school's principal and teachers; and, on the other hand, this accountability mechanism was only partially adequate. Requiring reading specialists to be accountable to principals and staff did not provide for the necessity to coordinate the work of the twenty-six reading specialists. These twenty-six people carried much of the day-to-day responsibility for planning the reading instruction provided to the district's 9,200 elementary children. Reading specialists perceived that existing accountability mechanisms did not establish the coordination that is needed in their work. A majority of reading specialists indicated that they wished to receive more direction from the district in the form of district coordination or some kind of coordinator to provide continuity in their work.

3. Need for Regional Coordination of Reading

The four regional offices provided some coordination within regions; however, a review of the regional office activities indicated that there was no agreed upon policy regarding the coordination of reading specialists. The regional offices were not required to have a common policy and the activities of the regional offices had not resulted in such a policy.

Some central clarification is needed. An example of this need is the problem of whether or not reading specialists should be responsible for coordinating the schools' reading instruction. Two-thirds of the specialists said they should be responsible and one-third indicated they were. In the Spring of 1977, the North region decided that its reading specialists would be responsible for coordinating their schools' reading instruction; however, the other three regions do not have such a policy. There is no single office in the district which has the responsibility for deciding this question.

In conclusion, reading specialists as a group are partially adrift in the organizational structure. They do not receive the central direction necessary to identify and resolve all important decisions about what work they should do. This is a continuing weakness in the manner in which the district provides reading instruction and administrative action is needed to correct it.

APPENDIX A-1

READING SPECIALIST QUESTIONNAIRE

Section I

Organization of School Reading Program

Date of interview_____

Name_____ Job title_____

Number of years teaching experience_____ Number of years in this role_____

What certification do you hold _____ Are you funded by Title I _____ What percent _____

	School #1	School #2
1. What percent of time do you spend at this school?	Name_____ Percent of time_____	Name_____ Percent of time_____
2. What do you feel are the strengths of this school's reading program?	Please describe:	Please describe:
3. What do you feel are the weaknesses of this school's reading program?	Please describe:	Please describe:
4. Does this school have an effective reading program?	If yes, why? If no, why?	If yes, why? If no, why?

5. In your opinion, is there continuity in this school's reading program?	If yes, why? If no, why?	If yes, why? If no, why?
6. In your opinion, what makes a reading program effective?		
7. When major changes are made in your school's total reading program, on what basis are they made?	Please describe:	Please describe:
8. On what basis are reading instructional materials selected in your school?	Please describe:	Please describe:

SECTION II

Organization of Reading Specialist Program

9. What is your role in this school?	Please describe:	Please describe:
10. Is your role similar to other reading specialists in District 4J?	Yes____ No____ Describe:	Yes____ No____ Describe:
11. What do you think the role of the reading specialist should be?		
12. Have all of the students in your school been screened to determine their reading needs?	Yes____ No____	Yes____ No____
If "Yes," answer questions 13 - 16. If "No," skip to question 16		

13. What was the screening process? What materials did you use?		
14. On what basis are children selected to receive instruction from you?		
15. How many children have been referred to you for help in reading since the beginning of the school year?	Number of children_____	Number of children_____
16. What is being done with those students who have been referred to you but are not included in your program?	Please describe:	Please describe:
17. What materials do you use for direct instruction?	Please list:	Please list:

18. Are these materials adequate for your instructional program?	Please describe:	Please describe:
19. Do you feel these materials coordinate with the total school program?	Please describe:	Please describe:
20. When you make major changes in your own reading program, on what basis do you make them?	Please describe:	Please describe:

21. What changes would you like to see in your reading program?	Please discuss:
22. What changes would you like to see in the district reading program?	Please discuss:

APPENDIX A-2

Reading Specialist - Duty Assignment

North Region Reading Plan

August 1977

The reading specialist must be qualified to design, implement, and evaluate a comprehensive reading program with the following components.

Program

The reading specialist will be responsible for the development and organization of the total building reading program with the cooperation of the principal and the staff and in accordance with district goals and objectives. This will include:

a) A comprehensive building plan for reading instruction for all grade levels or all subject areas, and all abilities.

b) A plan to meet the individual needs of exceptional students.

c) The design and maintenance of records of tests and instruction.

d) A plan for management of volunteers.

e) A plan for evaluation of all components of the building reading program.

Instruction

The reading specialist's instructional duty K-12 is to support and complement the elementary or secondary classroom teacher who is the primary source of effective reading instruction for the student. This will include:

a) Diagnosing and prescribing appropriate instruction for students.

b) Conducting direct instruction of reading skills.

c) Designing and locating materials and instructional plans for classroom use.

d) Assisting in implementing instructional and classroom management techniques.

e) Monitoring student progress.

Testing

The reading specialist will:

a) Coordinate the district approved reading-testing program in the building.

b) Identify tests that will best serve the establishment and maintenance of a reading program.

c) Interpret test results to students, staff, and parents.

d) Recommend appropriate instruction in reading and all other content areas based on test results.

e) Communicate reading results to other appropriate levels in the region.

Inservice

The reading specialist will design and conduct formal and informal inservice for the staff and community personnel. This will include:

a) Demonstrating instructional techniques.

b) Demonstrating classroom management techniques.

c) Demonstrating how test results can be used responsibly.

d) Providing information on current reading materials and resources.

e) Providing information on methods and materials appropriate to all grade levels and content areas for the development and reinforcement of reading skills.

APPENDIX A-3

PROPOSED JOB DESCRIPTION

FOR EXTREME LEARNING PROBLEMS TEACHER:

A ROUGH DRAFT FOR DISCUSSION ONLY

A ROUGH DRAFT

FOR DISCUSSION ONLY

EDUCATIONAL SERVICES

Eugene Public Schools
School District No. 4J, Lane County
Eugene, Oregon

EXTREME LEARNING PROBLEMS TEACHER - SPECIAL EDUCATION DEPARTMENT

A. Primary function:

To identify and provide appropriate instruction for students who are handicapped learners because of specific learning disabilities and have measurable basic skill deficiencies in mathematics, reading, spelling, writing, and language usage.

B. Responsible to:

The building principal and Coordinator of Special Education.

C. Immediate subordinates:

None

D. Line responsibilities:

1. Identify students who have basic skill deficiencies as a consequence of learning disabilities as described in Oregon statute.

2. Diagnose the individual needs of identified students.

3. Plan and implement appropriate instructional programs designed to meet the needs of identified students.

4. Evaluate instructional programs on a continuous basis, making changes as needed.

5. Work cooperatively with Speech Clinicians and other special education staff to develop suitable programs for all handicapped children.

6. Assist regular teachers who have handicapped learners in their classrooms by providing training, materials, demonstrations, diagnostic results, programs, parent consultations, tutors, etc.

7. Keep records and complete reports as required.

E. Minimum Qualifications:

Oregon Teaching Certificate with specialization norm in Extreme Learning Problems or Handicapped Learner.

MEN:jb
2/7/77

APPENDIX B

Report on Media Specialists' Questionnaires

TABLE OF CONTENTS

Appendix B

Purpose and Method of Study 231

Certification of Elementary Media Specialists 232

Where Elementary Media Specialists Work 235

A Comparison of Enrollment and Media Specialist Staffing 241

Reading Instruction Provided by Media Specialists 243

Integration of Library Resources with the School's Reading Instruction. . 246

Discussion of Results 248

Appendices

B-1 Sample of Media Specialist Questionnaire 253

B-2 Rules for Certification and Minimum Standards for Media Centers 261

TABLES

TABLE B- 1 Certificates Held by Media Specialists as of 7/28/77 233

TABLE B- 2 Types of Endorsements Held by Media Specialists as of 7/28/77. . 234

TABLE B- 3 Media Specialists, Full-time Equivalency (F.T.E.), Number of Regularly Scheduled Classes, Process of Selection, Additional Comments 236

TABLE B- 4 Total Media Specialist Time Per School 239

TABLE B- 5 Breakdown of F.T.E. and Number of Schools 240

TABLE B- 6 Process by Which Students Are Selected for Groups 242

TABLE B- 7 Total Enrollment Served by Each Media Specialist 244

TABLE B- 8 Relationship of Enrollment and F.T.E. 245

TABLE B- 9 Rank Order of Skills Taught by Media Specialists 247

TABLE B-10 Rank Order of Skills Taught Only by Media Specialists 247

TABLE B-11 Integration of Library Resources 249

TABLE B-12 "Were you involved in planning the school's reading instruction last year?" 250

REPORT ON MEDIA SPECIALISTS' QUESTIONNAIRES

Purpose and Method of Study

This report provides information about elementary school librarians and the relation of their work to their school's reading instruction for thirty-three of the thirty-eight elementary schools in the district. Since elementary school librarians were required to obtain an educational media endorsement, they are usually called Media Specialists and will be so-called in this report.

The purpose of this appendix is to discuss the relation between media specialists and reading instruction. This is not intended to be a study of media specialists. This appendix discusses the certificates and endorsements held by elementary media specialists, where they worked, the type of reading instruction provided by them, and how they and the library resources were integrated in the school's reading instruction.

In February, 1977, a media specialist requested that their group be given an opportunity to provide data to the Reading Evaluation Committee. They felt that their job activities were an important part of the reading instruction in their schools. Therefore, RD&E staff met with a group of media specialists in March of 1977. A draft of a questionnaire was prepared by both RD&E staff and this group and a final form was reviewed in March 1977 at a regular meeting of the media specialists.

The questionnaire was mailed to all schools in the district in late March 1977. All schools responded by May 1977, either with a completed questionnaire or a letter explaining why the questionnaire had not been filled out. Five schools: Fox Hollow, Twin Oaks, Whiteaker, Harris, and Corridor did not have media specialists; their libraries were staffed by teachers, aides and/or volunteers.

Information was received separately for three alternative schools: Magnet Arts, Eastside, and the Environmental/Outdoor School. Information on three other alternative schools, Traditional, Evergreen, and Patterson Primary Center was included with the information reported on the regular school operation. Two questionnaires were received from Edgewood/Evergreen, one from the media specialist and one from the media specialist aide.

Certification of Media Specialists

Under the 1965 certification rules, the State of Oregon issued a basic library science K-9 and a standard library science K-12 endorsement. Under the 1972 certification rules, the State of Oregon issued a basic educational media PP*-12 and a standard educational media PP-12 endorsement. Data obtained from the district's personnel office show that seven media specialists were certified under the 1965 rules: one had a basic library science K-9 endorsement and six had a standard library science K-12 endorsement. Thirteen media specialists were certified under the 1972 rules: two had basic educational media PP-12 endorsements and eleven had standard educational media PP-12 endorsements. Two people working as media specialists did not have a media endorsement as of September 1, 1977.

Table B-1 lists the certificates and endorsements held by each person who was employed in 1976-77 as a media specialist, according to personnel office records. Individuals may have had other endorsements or certificates that were not filed with the personnel office. The type of certificate is shown in capital letters and the endorsement in lower case letters. Table B-2 summarizes the list by type of endorsement. The information in Tables B-1 and B-2 was verified by a search of personnel office records.

It is possible to earn the basic educational media endorsement during the B.A. program. The standard media endorsement requires fifteen additional hours above a B.A. Most media specialists had teaching endorsements in addition to their media endorsement. Nine had elementary teaching endorsements, one had both secondary and elementary and three did not have teaching endorsements. Twenty of the twenty-two specialists had master's degrees.

*PP: an abbreviation for Pre-primary

TABLE B-1 Certificates Held by Media Specialists as of July 28, 1977

1.	Altemus, Leva	STANDARD: Standard Elementary PP*-9; Basic Educational Media PP-12
2.	Charkoudian, Kenar	BASIC: Basic Elementary PP-9 self-contained classroom; Basic Educational Media PP-12
		FIVE-YEAR ELEMENTARY
3.	Dickey, Maxine	STANDARD: Standard Educational Media
4.	Erz, Linda	STANDARD: Standard Secondary; Standard Educational Media
5.	Franklin, Sharon	STANDARD: Standard Elementary PP-9; Standard Educational Media PP-12
6.	Fulton, Beverly	BASIC: Basic Secondary; Standard Educational Media
7.	Grant, Rose	STANDARD: Standard Senior High School grades 9-12; Standard Library Science grades K-12
8.	Hansbrough, Molly	BASIC: Basic Secondary 5-12; Standard Educational Media PP-12
9.	Harma, Carol	STANDARD: Standard Elementary PP-9; Standard Educational Media PP-12
10.	Jones, Richard	STANDARD: Standard Library Science grades K-12
11.	Kapsa, Virginia	FIVE-YEAR ELEMENTARY
12.	Lashway, Joe	STANDARD: Standard Elementary PP-9; Standard Secondary-Senior High School 9-12; Standard Social Studies 9-12; Standard Educational Media PP-12
13.	Latham, Dorothy	STANDARD: Standard Library grades K-12
14.	Loughary, Jo	BASIC: Basic Senior High School grades 9-12; Standard Library Science grades K-12
15.	Markus, Michelle	STANDARD: Standard Elementary PP-9; Standard Educational Media PP-12
16.	Miller, Walter	STANDARD: Standard Secondary; Standard Educational Media
17.	Scholar, Amy	STANDARD: Standard Secondary-Senior High School 9-12; Standard Educational Media PP-12
18.	Steinke, Sheryl	FIVE-YEAR REGULAR SECONDARY
19.	Tedd, Norma	STANDARD: Standard Senior High School grades 9-12; Standard Library grades K-12
20.	Vimont, Mary	STANDARD: Standard Elementary grades K-9; Standard Library Science grades K-12
21.	Wilson, Katherine	BASIC: Basic Elementary grades K-9; Basic Library Science grades K-9
22.	Young, Anita	STANDARD: Standard Elementary PP-9; Standard Educational Media PP-12

* PP: abbreviation for Pre-primary

TABLE B-2 Types of Endorsements held by Media Specialists as of July 28, 1977

Teaching Endorsements

Secondary teaching endorsement

1. Erz, Linda
2. Fulton, Beverly
3. Grant, Rose
4. Hansbrough, Molly
5. Loughary, Jo
6. Miller, Walter
7. Scholar, Amy
8. Steinke, Sheryl
9. Tedd, Norma

Elementary teaching endorsement

1. Altemus, Leva
2. Charkoudian, Kenar
3. Franklin, Sharon
4. Harma, Carol
5. Kapsa, Virginia
6. Markus, Michelle
7. Vimont, Mary
8. Wilson, Katherine
9. Young, Anita

Both secondary and elementary teaching endorsements

1. Lashway, Joe

No secondary or elementary teaching endorsement

1. Dickey, Maxine
2. Jones, Richard
3. Latham, Dorothy

Media Specialist Endorsements

Under 1965 rules

Basic Library Science K-9

1. Wilson, Katherine

Standard Library Science K-12

1. Grant, Rose
2. Jones, Richard
3. Latham, Dorothy
4. Loughary, Jo
5. Tedd, Norma
6. Vimont, Mary

Under 1972 rules

Basic Educational Media PP-12

1. Altemus, Leva
2. Charkoudian, Kenar

Standard Educational Media PP-12

1. Dickey, Maxine
2. Erz, Linda
3. Franklin, Sharon
4. Fulton, Beverly
5. Hansbrough, Molly
6. Harma, Carol
7. Lashway, Joe
8. Markus, Michelle
9. Miller, Walter
10. Scholar, Amy
11. Young, Anita

Where Elementary Media Specialists Work

Table B-3 lists the schools where media specialists worked, the names of the media specialists, the amount of time they worked at a school, the number of classes they taught, and how students were selected for those classes. Data on time is reported in terms of full time FTE. A specialist who worked full time at a school would have an FTE of 1.00, a specialist who worked half time at a school would have an FTE of .5.

Tables B-4, B-5 and B-6 are based on the data in Table B-3. Table B-4 lists the schools by the amount of total media specialist FTE they had, identifies how many schools and the percent involved at each FTE level. Table B-5 lists the media specialists by their amount of FTE and the schools worked at. Table B-6 lists the process by which students were selected and identifies the school that used that process.

The data in Tables B-3 through B-6 were used to answer the following questions:

(1) How many schools had media specialists and how much time did the specialists spend at the schools? Tables B-3 and B-4 show that thirty-two schools had media specialists. Eleven schools had a full time, 1.0, FTE person. Of these, there were three elementary school/alternative school combinations with the following characteristics: at Edgewood/Evergreen, the media specialist provided an open library program for both; at Edison/Eastside, the media specialist provided two distinct programs; at the Patterson/Primary Center, two media specialists job shared, providing a single program. Four schools had an .8 FTE consisting of two elementary/alternative combinations. At Adams/Traditional, the media specialist provided a single program; at Condon/Magnet Arts, the media specialist had two distinct programs. Sixteen schools had .5 FTE and one school had a .3 FTE. Six schools were not staffed by a media specialist. Of these, the Environmental/Outdoor did not formally receive media specialist time, but did receive checking service.

(2) How many media specialists were there and at how many schools did each work? Table B-5 shows that of the sixteen who worked at one school, five were full-time media specialists in one school, two were full-time media

TABLE B-3

Media Specialists, Full-Time Equivalency (F.T.E.), Number of Regularly Scheduled Classes, Process of Selection, Additional Comments

School	Media Specialist	F.T.E.	Classes[1]	Selected By[2]	Comments Made by Media Specialists
Adams/Traditional..	Molly Hansbrough	.8	29	Teacher	Teacher divides classes-some random-some ability.
Aubrey Park.....	Maxine Dickey	1.0	varies	(no response)	I teach library skills by stations;students come in small groups. I do not teach decoding skills.
Bailey Hill.....	Jo Loughary	1.0	29	Teacher/Media Specialist/ Student interests/ Back-to-back	In addition to special classes, each of 18 classrooms is scheduled 30 minutes per week.
Coburg.....	Mary Vimont	.3	5	(no response)	Groups are Language Arts back-up.
Condon.....	Amy Scholar	.4	6	Teacher/Media Specialist/ Back-to-back	Every class, 2 K's, 1-1, 1-2/3, 1-3/4, 1-5/6 combination at least once.
Crest Drive.....	Dorothy Latham	.5	8	Teacher/Media Specialist	
Dunn.....	Norma Tedd	.5	20	Teacher/Reading Specialist Back-to-back	Of these, 5 are class groups with teacher.
Eastside.....	Linda Erz	.5	11	Student interest	Classes meet daily for a specified length of time, then end and new ones begin. Students choose classes (with parent and advisor guidance) from a weekly list of options.
Edgewood/ Evergreen.....	Joe Lashway	1.0	None	Teacher/Student interest	We have an "open" library and any student may come to the library any time his/her teacher releases them (or before or after school). We see nearly all 475 students sometime during the week and work with many of them on research and reading related projects. THIS IS REGULAR INSTRUCTION.
	Erma Kane (aide)	.5	1	Teacher/Reading Specialist Media Specialist/Student interests/Back-to-back	Storytelling.
Edison.....	Linda Erz	.5	13	Teacher/Media Specialist/ Student interests/ Back-to-back	All age groups receive library skills appropriate to their levels.
Environmental/ Outdoor.....	Richard Jones	1/2 hr/wk	N.A.	(no response)	All Environmental students see me once a week. Because Environmental was under-enrolled this year, they were not entitled to receive instruction time from P.E., Reading, Library, etc., thus my role is limited to helping with checkout of books only.

TABLE B-3 (continued)

School	Media Specialist	F.T.E.	Classes[1]	Selected By[2]	Comments Made by Media Specialists
Gilham	Leva Altemus	.5	26	Teacher/Reading Specialist Media Specialist/Student interests/Back-to-back	Other selection process; need for help with library skills.
Howard	Virginia Kapsa	.5	13	Back-to-back	
Laurel Hill	Sheryl Steinke	.5	27	Teacher/Media Specialist/ Reading Specialist/ Back-to-back	
Lincoln	Sharon Franklin	1.0	13	(no response)	Eight whole classes once a week; one reading group 5 days a week. Other selection process; (refers to reading group) testing and teachers, reading specialist, principal, counselor and myself forming groups based on test scores, primarily.
Magladry	Walter Miller	.5	12	Teacher/Back-to-back	Teachers select, usually by ability.
Magnet Arts	Amy Scholar	.4	11	Teacher/Media Specialist/ Student interests/ Back-to back	Every class grouping - 2 primary reading, 2 middle reading, 2 upper homeroom and a daily reading group. Other selection process: by student interest for one and two shop interest groups.
McCornack	Dorothy Latham	.5	13	Teacher/Media Specialist	
Meadow Lark	Carol Harma	.5	28	Teacher/Back-to-back	Whole classes.
Parker	Norma Tedd	.5	24	Teacher/Back-to-back	Strictly back-to-back.
Patterson/ Primary Center	Michelle Markus and Rose Grant	.5 .5	3-6	Teacher/Media Specialist/ Student interests	
River Road	Richard Jones	.5	22	(no response)	Each classroom comes as a full group.
Santa Clara	Virginia Kapsa	.5	13	Back-to-back	
Silver Lea	Richard Jones	.5	16	Back-to-back	For grades 1 and 2 only; other selection process: entire classes, K and grades 3-6.
Spring Creek	Beverly Fulton	1.0	17+	Teacher/Back-to-back	I often meet with the whole room rather than a group.
Washington	Kenar Charkoudian	.5	15	Back-to-back	For 10 groups; other selection process: media specialist and teacher - 5 groups.

TABLE B-3 (continued)

School	Media Specialist	F.T.E.	Classes[1]	Selected By[2]	Comments Made by Media Specialists
Westmoreland.....	Walter Miller	.5	13	Teacher/Back-to-back	Teachers select, usually by ability.
Willagillespie.....	Anita Young	.5	17	Back-to-back	At 1st and 2nd grade levels. Other selection process: I meet with each homeroom weekly.
Willakenzie.....	Kenar Charkoudian	.5	6	(no response)	Media specialist and teacher - 6.
Willard.....	Katherine Wilson	1.0	21	Teacher/Media Specialist/ Student interests/ Back-to-back	
Schools Not Served by Media Specialists:					
Corridor.....	Volunteer parents				
Fox Hollow.....	Mary Lou Pierce (Media Aide)				In charge of library with Mr. McKern's supervision.
Harris	Sam Miller (Teacher/Reading Specialist)	1.0	5	Teacher/Reading Specialist/ Back-to-back	Performance grouping.
Twin Oaks.....	Virginia Garvin (Teacher)				I am a classroom teacher at Twin Oaks, serving as chairman of library committee for our school and staff. Our library is staffed by community volunteers for routine library functions.
Whiteaker.....	Rose Filcher (Aide)	.75			

[1]Classes: the number of regularly scheduled classes that the media specialist meets with each week.

[2]Selected by: how students are selected to be in these classes.

TABLE B-4 Total Media Specialist Time Per School

Total Media F.T.E.	School	Number of Schools	Percent of Schools
1.0	Awbrey Park, Bailey Hill, Edgewood/Evergreen, Edison/ Eastside, Lincoln, Patterson/Primary Center, Spring Creek, Willard	11	28.9
.8	Adams/Traditional, Condon/Magnet Arts	4	10.5
.5	Crest Drive, Dunn, Gilham, Howard, Laurel Hill, Magladry, McCornack, Meadow Lark, Parker, River Road, Santa Clara, Silver Lea, Washington, Westmoreland, Willagillespie, Willakenzie	16	42.1
.3	Coburg	1	2.6
.0	Corridor, Environmental*, Fox Hollow, Harris, Twin Oaks, Whiteaker	6	15.8
		38	99.9

* see comment in TABLE B-3.

TABLE B-5

Breakdown of F.T.E. and Number of Schools

1.0 at one school

1.	Maxine Dickey	Awbrey Park
2.	Sharon Franklin	Lincoln
3.	Beverly Fulton	Spring Creek
4.	Joe Lashway	Edgewood/Evergreen
5.	Jo Loughary	Bailey Hill
6.	Katherine Wilson	Willard

1.0 at two schools

1.	Kenar Charkoudian	Washington	.5	Willakenzie	.5	
2.	Linda Erz	Edison	.5	Eastside	.5	(two programs)
3.	Richard Jones	River Road	.5	Silver Lea	.5	
4.	Virginia Kapsa	Howard	.5	Santa Clara	.5	
5.	Dorothy Latham	Crest Drive	.5	McCornack	.5	
6.	Walter Miller	Magladry	.5	Westmoreland	.5	
7.	Norma Tedd	Dunn	.5	Parker	.5	

.8 at two elementary/alternative schools

1.	Molly Hansbrough	Adams/Traditional (one program)
2.	Amy Scholar	Condon/Magnet Arts (two programs)

.5 at one school - combined role

1.	Leva Altemus	Gilham	.5	Teacher	.5
2.	Sheryl Steinke	Laurel Hill	.5	Teacher	.5
3.	Anita Young	Willagillespie	.5	Teacher	.5

.5 at one school

1.	Rose Grant	Patterson/Primary	.5
2.	Carol Harma	Meadow Lark	.5
3.	Michelle Markus	Patterson/Primary	.5

.3 at one school

1.	Mary Vimont	Coburg	.3

specialists in an elementary/alternative combination, two were .8 in an elementary/alternative combination, three were half-time media specialists and half-time teachers, three were half time and one was .3 FTE only. Six media specialists worked at two elementary schools, half time at each.

(3) How many media specialists met with regularly scheduled classes and in how many schools? Twenty-one specialists in thirty schools reported meeting with regularly scheduled classes. In other words, all but one specialist reported meeting regularly with students.

(4) How many classes did the specialists meet with weekly? The number of classes reported ranged from a low of five to a high of twenty-nine, and the mean average number was fifteen.

(5) How were students selected for these classes? As Table B-6 shows, students in any given school were selected in several typical ways. The most frequent response was that the teacher selected the students, and specialists reported that this happened in twenty-three schools. The next most frequent response was that students in eighteen schools were sent to librarians as part of a "back-to-back" program. A back-to-back program is one in which teachers will send half of the students, or some other proportion, out of the class for part of a period to a librarian, physical education teacher, or other person. Sending children out of the class reduces the class size and the teacher has fewer students to teach. Media specialists in thirteen schools said they selected students. In nine schools students were selected on the basis of what the students were interested in and in ten schools, whole classes were sent. Any single school could use several ways of selecting students to go to the media specialist's classes.

A Comparison of Enrollment and Media Specialists Staffing

Table B-7 was constructed by adding the student enrollment for 1976-77 for each school that a media specialist work at. For example, Virginia Kapsa worked half time at Howard and half time at Santa Clara in 1976-77. In that year, these schools had a combined enrollment of 814 students. Table B-7 shows that there were substantial differences in the student load that media specialists were responsible for. For example, Virginia Kapsa

TABLE B-6 Process by Which Students Are Selected for Groups

1.	Teacher	Adams/Traditional
2.	Back-to-back	Howard, Santa Clara, Silver Lea, Willagillespie
3.	Student interests	Eastside
4.	Teacher/ Media Specialist	Crest Drive, McCornack, Willakenzie
5.	Teacher/ Back-to-back	Magladry, Westmoreland, Spring Creek, Meadow Lark, Parker
6.	Teacher/ Student interests	Edgewood/Evergreen
7.	Teacher/ Media Specialist/ Back-to-back	Condon, Washington
8.	Teacher/ Media Specialist/ Student interests	Patterson/Primary Center
9.	Teacher/ Reading Specialist/ Back-to-back	Dunn
10.	Teacher/ Media Specialist/ Student interests/ Back-to-back	Bailey Hill, Magnet Arts, Edison, Willard
11.	Teacher/ Reading Specialist/ Media Specialist/ Back-to-back	Laurel Hill
12.	Teacher/ Reading Specialist/ Media Specialist/ Student interests/ Back-to-back	Gilham
13.	Varies (small groups using stations)	Awbrey Park
14.	Assigned:	
	a. Language Arts back-up	Coburg
	b. All students	Environmental/Outdoor
	c. Test scores	Lincoln
	d. Classrooms as full groups	River Road, (Silver Lea)*, (Lincoln), (Spring Creek), (Willagillespie), (Bailey Hill), (Condon), (Dunn), (Meadow Lark), (Magnet Arts)

*parentheses indicate schools already mentioned in another category.

was responsible for 814 students and Sharon Franklin for 161. Both were employed full time as media specialists, but Franklin was responsible for one-fifth the number of students that Kapsa was. Table B-7 lists the media specialists by the size of their student enrollment. Six of the top seven specialists were assigned to two schools. Thus, these people not only carried heavy student loads, but also were responsible for two separate libraries.

Table B-8 gives the student enrollment for each school for 1976-77 and the amount of time that a media specialist spent at the school. A statistical analysis of Table B-8 showed that there is a zero correlation between these two variables. There was no relation between the size of the school and the amount of media specialist time available to the school.

Reading Instruction Provided by Media Specialists

The media specialists were asked to indicate which reading skills they taught on a regular basis. The skills listed were taken from the district Reading Scope and Sequence, except for the Award Books category by which students learn about outstanding books and note taking. They also indicated which skills they believed were usually taught only by the media specialist. Table B-9 shows the skills the media specialists reported teaching and the number of schools in which they were taught. Table B-10 lists the skills selected as usually taught only by the media specialists. Specialists for eight of the thirty-three schools did not answer this question.

The media specialists were asked what approaches they used in teaching reading, how they decided what things they should be teaching and what methods they used to promote reading. The most frequent responses to approaches used in teaching reading in rank order were:

direct instruction of library, study and research skills

helping students select appropriate material based on knowledge of student preferences, purposes and reading abilities

introduction of many types of literature/information available by means of book talks to groups and individuals

TABLE B-7 Total Enrollment Served by Each Media Specialist

Enrollment in Grades 1-6 Per Media Specialist as of 9-30-76	Media Specialist	School	FTE
814	Virginia Kapsa	Howard	.5
		Santa Clara	.5
806	Richard Jones	River Road	.5
		Silver Lea	.5
655	Kenar Charkoudian	Washington	.5
		Willakenzie	.5
566	Dorothy Latham	Crest Drive	.5
		McCornack	.5
552	Maxine Dickey	Awbrey Park	1.0
526	Walter Miller	Magladry	.5
		Westmoreland	.5
476	Norma Tedd	Dunn	.5
		Parker	.5
442	Beverly Fulton	Spring Creek	1.0
424	Joe Lashway	Edgewood/Evergreen	1.0
365	Carol Harma	Meadow Lark	.5
362	Jo Loughary	Bailey Hill	1.0
332	Molly Hansbrough	Adams/Traditional	.8
302	Anita Young	Willagillespie	.5
290	Leva Altemus	Gilham	.5
293	Linda Erz	Edison/Eastside	1.0
269	Katherine Wilson	Willard	1.0
241	Amy Scholar	Condon/Magnet Arts	.8
167	Mary Vimont	Coburg	.3
161	Sharon Franklin	Lincoln	1.0
123	Sheryl Steinke	Laurel Hill	.5
107	Michelle Markus	Patterson	.5
107	Rose Grant	Patterson	.5

TABLE B-8 Relationship of Enrollment and F.T.E.

Enrollment 1976-77	School	Amount of Media Specialist Time at School
552	Awbrey Park	1.0
442	Spring Creek	1.0
428	Howard	.5
424	Edgewood/Evergreen	1.0
420	River Road/Environmental	.5
404	Washington	.5
386	Silver Lea/Corridor	.5
386	Santa Clara	.5
368	Westmoreland	.5
365	Meadow Lark	.5
362	Bailey Hill	1.0
345	McCormack	.5
332	Adams/Traditional	.8
302	Willagillespie	.5
296	Gilham	.5
293	Edison/Eastside	1.0
269	Willard	1.0
251	Willakenzie	.5
249	Parker	.5
241	Condon/Magnet Arts	.8
227	Dunn	.5
214	Patterson/Primary Center	1.0
211	Crest Drive	.5
167	Coburg	.3
161	Lincoln	1.0
158	Magladry	.5
123	Laurel Hill	.5
TOTAL 9,198		TOTAL 17.9
MEAN 270		MEAN .56

The most frequent way of deciding what things to teach were:

in twenty schools, District 4J guidelines were used, either the Reading Scope and Sequence or the Media Center Goals and Objectives

in fifteen schools, teacher and media specialist confer and coordinate

in eleven schools, the media specialist relies in part on own knowledge from professional training

The methods used by media specialists to promote reading were varied and can be generally categorized into two kinds:

Personal: book talks, storytelling, discuss books, recommend material to teachers, read stories to younger children, organize book clubs, provide speakers, organize plays, film festivals, Book Week contests

Material: display new books, use bulletin board promotion, use A-V (non-print media) to stimulate interest in topics, introduce various types of literature, order new books on request, hold book fairs, distribute lists to parents, teachers, students

Integration of Library Resources with the School's Reading Instruction

Table B-11 lists the media specialists' answers to four questions concerning the integration of media specialists and library resources into their school's reading instruction.

The first question asked was, "Does the classroom teacher share information on the instructional needs, learning strategies, materials, etc. for your reading students." None of the specialists reported that classroom teachers always did this, and 34 percent reported that classroom teachers did this "most of the time." Two-thirds of the specialists reported that information was shared "some of the time" or "never."

The second question asked was, "In your opinion is the use of the school's library resources integrated into the school's reading program?" Half of the specialists answered an unequivocal, Yes, and the other half either gave a qualified, Yes, or some other answer.

The third question asked media specialists if the school or schools they worked at had agreed on a philosophy or plan for teaching reading. Half of the specialists replied that their schools did and the other half

TABLE B-9 Rank Order of Skills Taught by Media Specialists

Number of schools	Skills
32	Dewey Decimal System
32	Book arrangement-alphabetical order
32	Card Catalog
31	Kinds of books: fiction, non-fiction, etc.
31	Parts of a book
31	Knowledge of myths and fairy tales (express the differences between real and fantasy)
30	A-V skills (locate nonprint materials)
29	Encyclopedias
29	Storytelling (paraphrase-restate ideas orally)
27	Special reference books
25	Cross reference
25	Listening Skills
25	Award Books
24	Maps, globes, atlases, gazetteers
20	Magazines
15	Note-taking and outlining

Eighteen other skills taught were mentioned in less than 13 schools

TABLE B-10 Rank Order of Skills Taught Only by Media Specialists

Number of schools	Skills
23	Dewey Decimal System
23	Card catalog
19	Special reference books
16	A-V skills
14	Award Books
13	Parts of a book
13	Storytelling
12	Book arrangement-alphabetical order
11	Kinds of books

Sixteen other skills taught only by media specialists were mentioned in less than nine schools.

gave some other answer. It is reasonable to interpret these latter answers as indicating either that the school did not have such an agreement, or that the media specialist had not been told of the agreement, if one did exist.

In September 1977, each media specialist was contacted by telephone to answer an additional question: "Were you involved in planning the school's reading instruction last year?" If they needed clarification, the following question was asked: "When there were faculty (staff) meetings on reading, were you included?" Table B-12 shows their responses to the above question. Specialists for sixteen schools answered, Yes, and eighteen, No.

Discussion of Results

Media specialists, as a group, showed a broad variety of certificates and endorsements. The variety of certificates and endorsements and the legal requirements for media specialist employment are complex. The complexity resulted in a situation where two of the twenty-two people employed were not certified for their employment. They held teaching endorsements, but not media endorsements.

Four schools did not have media specialists assigned to them. State Department of Education Administrative Regulations, 581-22-268, require that "staff shall be assigned consistent with certification rules." These four schools were in arguable non-compliance with this regulation.

A review of Tables B-4, B-7, and B-8 showed that media specialists were not assigned in a manner consistent with the size of school. Consequently, people working in this job category had disproportionate work loads and responsibilities. It is reasonable to infer that there was no uniform or consistent work performance done by media specialists at the various schools.

Each of the thirty-two schools, on the average, had approximately .5 of a media specialist assigned to them.

Media specialists perceived themselves as providing reading instruction. Almost all reported teaching skills that the school staff was required to teach as part of the district's Reading Scope and Sequence.

TABLE B-11 Integration of Library Resources

	Churchill										North						Sheldon					South														Total
	Adams	Bear Hill	Capt Drive	Magnolia	McCarroll	Parkwood	Tripletown	Twin Oaks	Westmoreland		Angora Park	Howard	Rose Bowl	Spring Cove	Sylvia Cove	Sylvan Lake	Spring Creek	Calbert	Glenn	Hidden Lake	Washington	Wellington	Whitehorse	Camden	Dyan	Fairview	Edgewood	Edson	Fox Hollow	Hayes	Laurel Hill	Lincoln	Maple Arch	Parker	Pepper	Westgate	Wood	
1. Does the classroom teacher share information on the instructional needs, learning strategies, materials, etc., for your reading students?																																				
ALWAYS																																				0
MOST OF THE TIME		X	X		X		X								X			X					X			X			X			X			10
SOME OF THE TIME	X			X						X		X	X			X	X		X	X	X	X		X	X	X				X			X		17
NEVER											X							X																		2
2. In your opinion, is the use of the school's library resources integrated into the school's reading program?																																				
YES (UNEQUIVOCAL)																																				0
YES (FOR THE MOST PART)		X	X	X	X	X	X			X	X			X									X	X	X	X			X	X	X				15
LIMITED	X										X				X							X														3
NO AND YES																	X																			1
SUPPLEMENTARY/AUXILIARY/PARTIALLY/TO SOME EXTENT														X									X													2
NO, ONLY INDIRECTLY												X	X						X	X	X											X		X		7
3. Some schools have agreed on a philosophy or plan for teaching reading from grades 1-6. Does your school have such an agreement?																																				
YES																																				
I DON'T KNOW	X	X			X				X	X			X	X	X			X	X		X	X	X			X				X		X		X		15
NOT ANSWERED			X			X					X	X	X							X				X	X		X									9
NOT NOW				X																																1
NO FORMAL POLICY																																				1
4. If your school has such an agreement, how does the work you do fit into this agreement?																																				
TEACHING SKILLS: reference, study, library		X									X				X			X							X									X		5
SUPPLEMENT/SUPPORT THE PROGRAM:		X			X				X	X	X				X	X	X	X		X	X	X							X		X				13
by supplying materials									X	X							X			X																4
by participating in back-to-back																																				0
by reducing class loads																																				0
by being a back-up mechanism in implementing classroom program																																				0
by selecting materials, assisting staff, students		X		X													X								X											3
by teaching highest level ability kids		X															X																			2
by providing special library activities and programs		X																																		0
by working with individual students																																				0

TABLE B-12 "Were you involved in planning the school's reading instruction last year?"

Media Specialist	School	Yes	No
1. Altemus, Leva	Gilham	X	
2. Charkoudian, Kenar	Washington		X
	Willakenzie		X
3. Dickey, Maxine	Awbrey Park	X	
4. Erz, Linda	Edison	X	
	Eastside	X	
5. Franklin, Sharon	Lincoln	X	
6. Fulton, Beverly	Spring Creek		X
7. Grant, Rose	Patterson		X
	Primary Center		X
8. Hansbrough, Molly	Adams		X
	Traditional		X
9. Harma, Carol	Meadow Lark		X
10 Jones, Richard	River Road		X
	Silver Lea		X
11. Kapsa, Virginia	Howard	X	
	Santa Clara		X
12. Lashway, Joe	Edgewood	X	
	Evergreen	X	
13. Latham, Dorothy	Crest Drive		X
	McCornack		X
14. Loughary, Jo	Bailey Hill	X	
15. Markus, Michelle	Patterson	X	
	Primary Center	X	
16. Miller, Walter	Magladry		X
	Westmoreland	X	
17. Scholar, Amy	Condon	X	
	Magnet Arts	X	
18. Steinke, Sheryl	Laurel Hill	X	
19. Tedd, Norma	Dunn		X
	Parker	X	
20. Vimont, Mary	Coburg		X
21. Wilson, Katherine	Willard		X
22. Young, Anita	Willagillespie		X

Approximately eight skills in the Reading Scope and Sequence are taught primarily by media specialists.

Four questions were asked about the integration of media specialists and libraries with their school's reading instruction. From the answers to these questions, it is reasonable to infer that approximately half of the elementary schools were administered in a manner which integrated the media specialist and library resources into the school's reading instruction. Conversely stated, approximately half of the elementary schools were administered in such a manner that the school's media specialist and library resources were not integrated into the school's reading instruction.

A review of all data in this study, supplemented by conversations with media specialists, suggests the following comments. Media specialists, as a social role, were subjected to contradictory cross-pressures. On the one hand, they were highly trained people, qualified to teach and trained to administer multi-media libraries. For example, twenty of the twenty-two specialists had master's degrees and almost all teach study skills in the district's Reading Scope and Sequence to regularly scheduled classes. On the other hand, these people were not especially integrated into their school's reading instruction, frequently lacked control over the scheduling of activities in the libraries they are responsible for and were used in back-to-back programs by teachers as a way of reducing the class loads of classroom teachers. Thus, there was a contradiction between the training and standards of media specialists and the actual work conditions they operated within. These contradictions were compounded by the part-time status of some media specialists, because it was difficult for part-time personnel to participate in staff meetings and school planning.

APPENDIX B-1

Media Specialist Questionnaire

Date_____

1. Name of person filling out this questionnaire _____

2. Name of school_____

3. Are you a certified Librarian and/or Media Specialist? _____

   If yes, what year were you certified?_____

   What certification do you hold? _____

4. How many years have you been at this school? _____

5. How many hours do you work at this school? _____

6. Do you meet with regularly scheduled classes to teach skills defined in the district Reading Scope and Sequence or others listed on the next page? (By "regularly scheduled reading classes" we mean a group of approximately the same students who meet at least once a week).

   _____Yes _____No

   If yes, would you please fill out the following questions. In no, answer all relevant items.

7. How many regularly scheduled classes do you meet with each week? _____

8. How are students selected to be in your group(s)?

   Referred by reading specialist _____
   teacher _____
   teacher and librarian _____
   teacher and reading specialist _____

   Selected on the basis of
   student interests _____
   back-to-back ability grouping _____

   Other selection processes

   _____

9. Does the classroom teacher share information on the instructional needs, learning strategies, materials, etc., for your reading students?

   Always _____ Most of the time _____ Some of the time _____ Never _____

10. Which of the following reading skills do you teach on a regular basis? Check the skill and grade level at which it is taught.

	K	1	2	3	4	5	6
Comprehension							
Kinds of books							
Parts of a book							
Dictionary (Primary)							
Knowledge of Myths and Fairy Tales							
Reading Guidance (Placement)							
Award Books							
Dewey Decimal System (book arrangement)							
Alphabetical order (book arrangement)							
Card Catalog							
Community Library							
Encyclopedias							
Note-taking and outlining							
Maps, globes, atlases, gazetteers							
Cross Reference							
Magazines							
Newspapers							
Study type reading							
Learning to skim							
Junior Great Books							
Special reference books							
Story-telling							
Listening skills							
Oral reading							
A-V skills							
Others:							

11. Which of the skills checked above do you believe are usually taught only by the librarian? Please indicate by circling those skills.

12. In your opinion, is the use of the school's library resources integrated into the school's reading program? Please comment on your answer.

13. Some schools have agreed on a philosophy or plan for teaching reading from grades 1-6. If your school has such an agreement, briefly discuss it and answer question 14. If your school does not have such an agreement, then go on to question 15.

14. How does the work you do fit into this agreement?

15. What (other) approaches do you use in teaching reading?

16. How do you decide what things you should be teaching children?

17. What methods do you use to promote reading?

18. What are some of the important aspects of your role as a librarian?

EXCERPTS FROM RULES FOR CERTIFICATION AND

MINIMUM STANDARDS - MEDIA CENTERS

Oregon Teacher Standards and Practices Commission; Rules for Certification; Chapter 584; Administrative Rules 584-36-005 through 584-36-395; Effective January 1, 1977; Adopted as Administrative Rules December 15, 1976.

584-36-075 and 584-36-095 Basic and Standard Subject Matter and Special Education Endorsement Requirements

(13) Basic Educational Media (preprimary through grade twelve):
Twenty-one quarter hours in educational media, including information services, administration of educational media programs, organization of educational media, selection and utilization of educational media and design and production of educational media.

(14) Standard Educational Media:
An additional 15 quarter hours in educational media.

* * * * * * * * * * * *

Oregon Administrative Rules; Department of Education; Chapter 581; dated October 1, 1976.

Division 22; Minimum Standards for Public Elementary and Secondary Schools.

581-22-268 Media Centers

Each local district shall by September 1, 1976, provide in each school a center offering organized media services and materials consistent with district program and course goals. This center shall be located appropriately to serve needs of the instructional program and staff shall be assigned consistent with certification rules.

APPENDIX C

Multiple Regression Study of Test Score Prediction

TABLES
Appendix C

TABLE C-1 Pearson Correlations Among 1970 Educational, 1970 Income, 1976-77 Student Withdrawal and 1976-77 Test Results by School.....267

TABLE C-2 Summary Table of Multiple Regression Study of 1976-77 Sixth-Grade Test Scores.....268

TABLE C-3 Actual, Predicted Scores, and Their Difference by School of 1976-77 Sixth-Grades (expressed in percentiles).....269

TABLE C-4 Graph Showing the Difference Between Where 1976-77 6th Graders by School Were Predicted to Score on Reading Tests and Where They Actually Scored.....270

TABLE C-5 Graph Showing the Difference Between Where 1976-77 2nd Graders by School Were Predicted to Score on Reading Tests and Where They Actually Scored.....271

MULTIPLE REGRESSION STUDY OF TEST SCORE PREDICTION

A multiple regression analysis was performed using a statistical package for the Social Science, SPSSH, Release 7.1. Four independent variables were considered: the income, educational, and student withdrawal rates reported in Table I-4 and the proportion of students in 1976-77 who were receiving free or reduced priced meals as part of the United States Department of Agriculture (USDA) school lunch program. Three dependent variables were used: the 1976-77 second, fourth and sixth grade scores. Three separate multiple regressions were conducted using the same independent variables.

The 1976-77 free lunch data were not used because they were correlated .75 with the 1976-77 student withdrawal rate and were eliminated from all three analyses to avoid multicollinearity problems.

Table C-1 shows zero-order Pearson correlations coefficient among the three independent and three dependent variables.

TABLE C-1

Pearson Correlations Among 1970 Educational,
1970 Income, 1976-77 Student Withdrawal and 1976-77 Test Results By School

	2nd Gr. Test Scores	4th Gr. Test Scores	6th Gr. Test Scores	With-drawal	Edu-cation	Income
2nd Grade..... Test Scores	1	.4671	.5950	-.5643	.5965	.3282
4th Grade..... Test Scores	...	1	.7758	-.6205	.5225	.3514
6th Grade..... Test Scores	...	...	1	-.5534	.6811	.4356
Withdrawal.....	...	...	...	1	-.5251	-.6070
Education.....	...	...	...	...	1	.3740
Income.....	...	...	...	...	...	1

Table C-1 shows the independent variable that correlates the highest with sixth grade test scores is education with a correlation coefficient of .681. The correlation coefficients between sixth grade test scores and withdrawal and income are -.553 and .436 respectively.

The SPSS step-wise regression procedure enters the independent variables in the order of their respective contribution to explained variance. The program began with education, then added withdrawal and income.

Table C-2 shows pertinent calculation of the regression analysis for sixth grade test scores.

TABLE C-2

Summary Table of Multiple Regression Study
of 1976-77 Sixth-Grade Test Scores

Variable	Multiple R	R Square	B	Beta	Standard Error B	F
Education.....	.681	.464	0.549	.530	0.159	11.929
Withdrawal.....	.719	.517	-33.85	-.207	29.283	1.335
Income.....	.724	.525	.00066	.111	.001	.458
(Constant).....	...	...	47.249	...	...	...

The coefficients in the column R Square shows the cumulative percentage in the dependent variables variance that is explained with the addition of each variable. The three variables together account for 52 percent of the variance in 1976-77 sixth grade test scores. A parallel study done on 1974-75 sixth grade test scores resulted in an R Square of .732. The zero-order correlations of withdrawal and income with the 1976-77 sixth grade scores were lower than their correlation with the sixth grade scores of 1974-75. Other details of this parallel study are not reported here.

Table C-3

Actual, Predicted Scores, and Their Difference By School of 1976-77 Sixth-Grades (expressed in percentiles)

	Actual Sixth-Grade Scores On Spring 1977 Test	Predicted 1976-77 Scores Based On Multiple Regression Analysis	Actual-Predicted
Adams	58	58.579	-0.579
Awbrey Park	50	58.451	-8.451
Bailey Hill	55	63.723	-8.723
Coburg	45	57.483	-12.483
Condon	85	79.190	5.809
Crest Drive	70	72.127	-2.127
Dunn	80	63.959	16.040
Edgewood	68	74.263	-6.263
Edison	70	81.629	-11.629
Ellis Parker	73	67.062	5.937
Fox Hollow	85	67.132	17.867
Frances Willard	60	67.269	-7.269
Gilham	65	54.933	10.066
Harris	73	68.376	4.623
Howard	55	55.502	-0.502
Ida Patterson	65	50.456	14.543
Laurel Hill	37	50.875	-13.875
Lincoln	60	57.280	2.719
McCornack	63	69.355	-6.355
Meadow Lark	68	66.613	1.386
River Road	60	50.580	9.419
Santa Clara	55	57.776	-2.776
Silver Lea	63	54.828	8.171
Spring Creek	55	56.360	-1.360
Stella Magladry	68	71.333	-3.333
Twin Oaks	70	61.527	8.472
Washington	52	62.499	-10.499
Westmoreland	55	56.277	-1.277
Whiteaker	34	46.528	-12.528
Willagillespie	70	61.039	8.960
Willakenzie	42	48.675	-6.675
Condon Arts	73		
Eastside	83	80.306	2.693
Traditional Alt	60	---	

TABLE C-4

Graph Showing the Difference Between Where 1976-77 4th Graders by School Were Predicted to Score on Reading Tests and Where They Actually Scored.

Actual and Predicted Scores are Expressed in Standard Units.

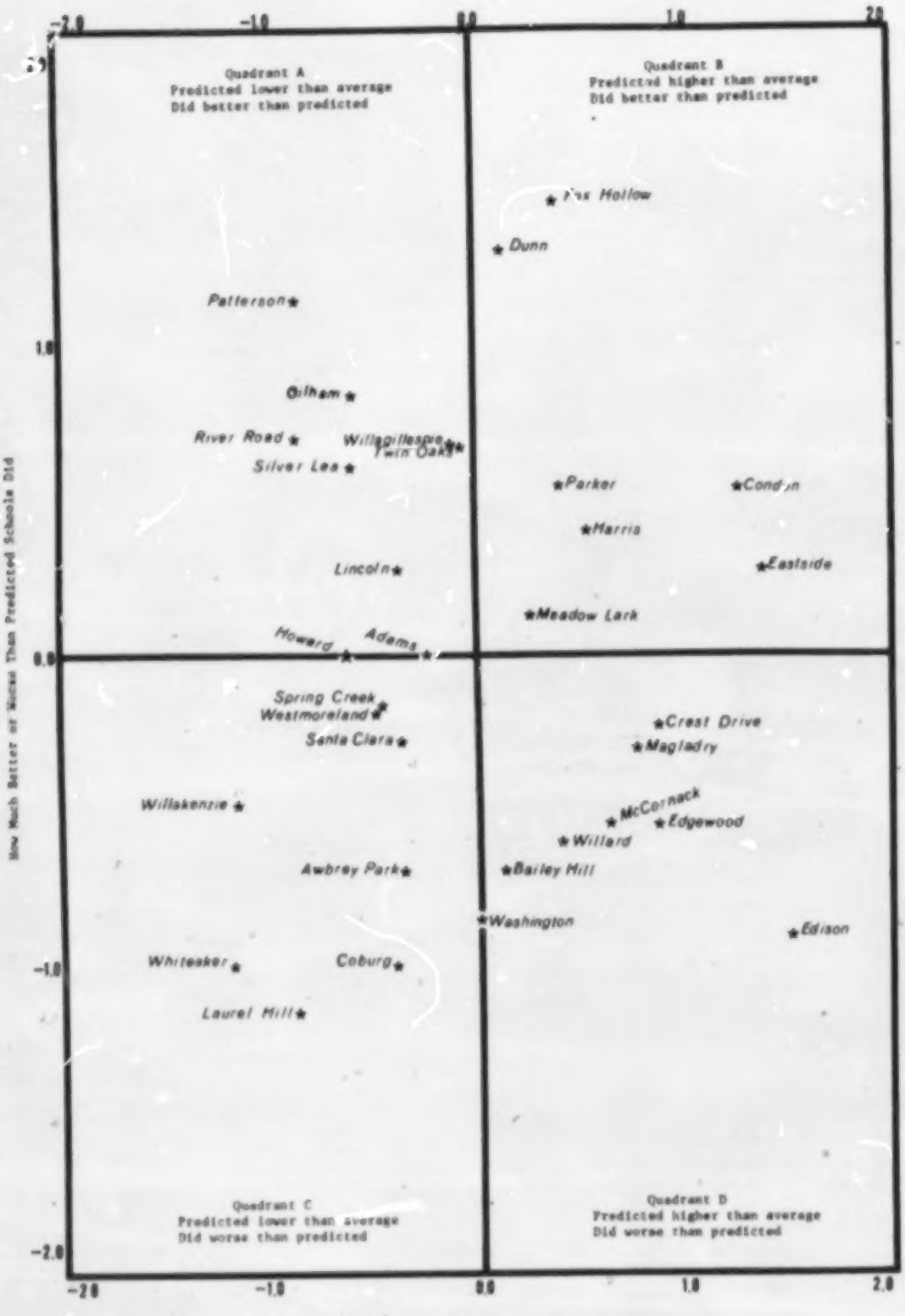
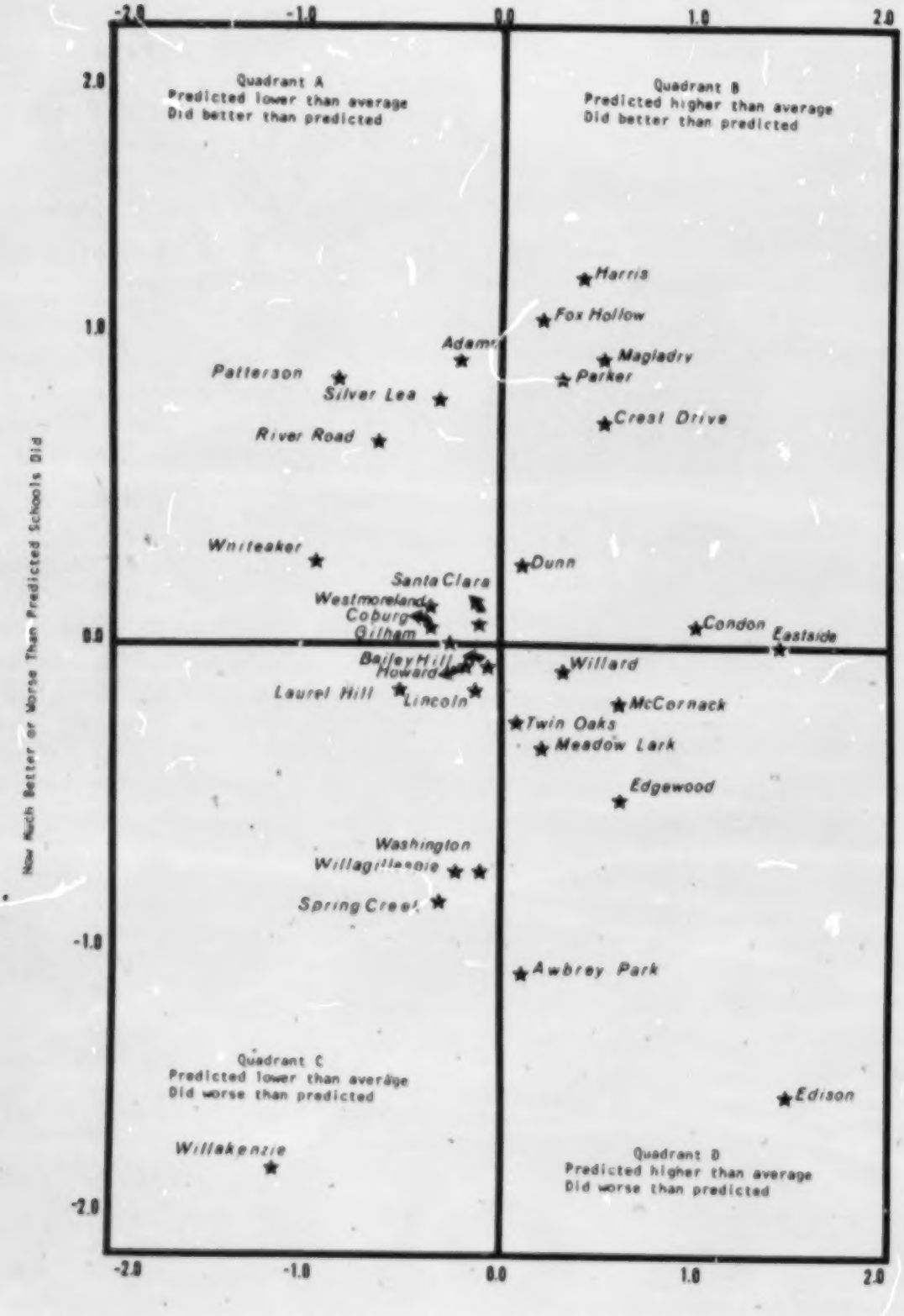


TABLE C-5

Graph Showing the Difference Between Where 1976-77 2nd Graders by School Were Predicted to Score on Reading Tests and Where They Actually Scored.

Actual and Predicted Scores are Expressed in Standard Units.



393

Table C-3 shows the predicted sixth grade scores based on the least-squares multiple regression equation, the actual scores, and the actual-predicted differences. These differences or "residuals" were standardized and the percentile scores for each school were also standardized.

Table C-4 shows the plot of each school on these two standardized distributions. This plot logically divides into four quadrants. Quadrant A shows those seven schools who were predicted to have a lower than average percentile score and scored better than predicted. Quadrant B shows those seven schools who were predicted to have higher than average reading scores and had higher than predicted scores. Quadrant C shows those eight schools who were predicted to have lower than average scores and did worse than predicted. Quadrant D shows the seven schools who were predicted to score higher than average and did worse than predicted. One school, Washington, was predicted to score at the district mean and did worse than predicted. Two schools, Howard and Adams, were predicted to score below the publisher's average and scored exactly as they were predicted.

The 0.0 point in the horizontal axis is equivalent to the publisher's 50th percentile. The 0.0 point in the vertical axis is equivalent to there being no difference between the school's actual and predicted score.

As stated in Chapter 1, proper caution should be observed in interpreting these results. The 1976-77 R Square is not as good as the 1974-75 R Square and results generated from 1976-77 sixth grade data should not be generalized to other grades or other years.

Because of the high 1976-77 second grade test scores, Table C-5 had been constructed and is also presented. Table C-5 presents second grade scores and was made with the same process used to make Table C-4.

APPENDIX D

Study of Organizational Continuity

TABLES

Appendix D

TABLE D-1 Scores of Elementary Schools on an Organizational Continuity Index 279

TABLE D-2 Regional and District Average Scores on Organizational Continuity Index 280

The Reading Evaluation Committee requested that the organizational continuity of each school's reading instruction be studied. Continuity was defined to consist of all program planning, communication, and coordination activities done for the purposes of teaching reading. An effort was made to measure the organizational continuity of each school's reading instruction.

A review was made of all the data elements pertinent to program planning, communication, and coordination. Thirty-two pertinent elements were found which were both measurable and had been collected uniformly across all regions. A ten-page single-spaced set of instructions was developed. The set of instructions showed how to put down the data for each school on the thirty-two elements. It also told how to assign points to each data element depending on the value of the element.

The maximum possible number of points was one hundred, and the minimum was zero. A score for each school was obtained. Table D-1 shows how each school ranked on this Organizational Continuity Index. The average score was 55, with a standard deviation of 10, and a range of 45. Table D-2 shows regional and district means and standard deviation.

To the best of the knowledge of the Reading Evaluation Committee, such an index has never been constructed before during a reading evaluation. The results of this, therefore, should be interpreted carefully. For example, a number of the data elements measure teacher comment about the program planning, communication, and coordination in their reading instruction. These scores, to some extent, reflect teacher attitude about continuity in reading instruction.

A statistical analysis shows that schools with larger staff and student enrollment were better organized according to the thirty-two criteria used to measure organizational continuity. This relation is not statistically significant. Correlations of this index with other measured variables appear random.

The only variable significantly correlated with a school's score as the organizational continuity index was the proportion of teachers in each school who said they were aware of a written plan. These two variables had a Pearson correlation of .5488 which would have occurred by chance less

than one in a thousand times. Both are measuring the same thing. It is not necessary to do a lot of work, since asking teachers if they know of a written plan will result in a similar ranking of the schools.

TABLE D-1

Scores of Elementary Schools on an Organizational Continuity Index

School Name	School's Score
Howard	79
Edgewood	70
Adams	69
Westmoreland	69
Twin Oaks	65
Willakenzie	64
Harris	63
McCornack	62
Washington	62
Fox Hollow	59
Stella Magladry	59
Willagillespie	59
Awbrey Park	58
Lincoln	57
Coburg	56
Crest Drive	56
Ellis Parker	56
Silver Lea	56
Edison	54
Dunn	53
Santa Clara	53
Bailey Hill	52
Eastside	52
Magnet Arts	52
Whiteaker	50
Gilham	49
Ida Patterson	49
Spring Creek	49
Traditional Alternative	47
Condon	46
Meadow Lark	42
Laurel Hill	36
River Road	35
Frances Willard	34

Mean.....55

Standard Deviation.10

Range.....45

TABLE D-2

Regional and District Average Scores
on Organizational Continuity Index

Region	Regional Mean	Regional Standard Deviation	Number of Schools
NORTH	55	14.32	6
SHELDON	55.33	8.38	6
SOUTH	52.46	9.82	13
CHURCHILL	58.66	8.26	9
DISTRICT	55.06	9.978	34